



Stanhope Primary School

Equity objectives

Signed: A.Rogers

Date: *September 2024*

Review date: *September 2027*

Equity objectives

Objectives

We have identified a number of specific objectives designed to promote positive attitudes towards equity and community cohesion. We have committed to:

- Keeping detailed records of the academic progress being made by all students with protected characteristics
- Making every effort to ensure that members of the school community with protected characteristics are treated with respect and not bullied
- Ensuring members of the school community have access to all aspects of school life including trips, visits, participation in extended school activities, access to lunchtime and playtime, information in alternative formats, if required,
- Throughout the curriculum, staff will use every opportunity to explore how people can challenge stereotypes, to raise awareness and improve understanding of issues amongst pupils and staff
- Staff will take part in regular training
- Resources will be targeted and utilised effectively and efficiently to ensure that any member of the school community fulfils their potential
- The school is committed to early identification of students with emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
- The school is committed to early intervention, target-setting and regular monitoring of students with protected characteristics
- Parents Meetings and Governors' Meetings will be used to highlight ways in which the school has enhanced the opportunities of students with protected characteristics.

What impact have we already had on disability equity in our school?

- Students with specific disabilities have been supported, both through general and specific modifications, to experience the full range of school opportunities.
- The Accessibility Plan has informed premises developments including, for example, modifications to premises to have improved wheelchair access and facilities
- Modifications (if needed) have enabled teachers to continue working when faced with disability.

What impact have we already had on gender equity in our school?

- The gap between boys' and girls' progress and achievement is monitored closely.
- Strategies are put in place to target individuals and groups whose progress may be causing concern. This includes both boys and girls.
- Individual subjects are aware of the curriculum bias of schemes of work, and where appropriate ensure there is compensatory emphasis. This may be achieved on occasion through specific materials and topics, for example, boy friendly books in English.
- CPD in enhancing teaching and learning focuses on classroom strategies which will promote effective learning by all students. We believe that good practice in engaging boys also has a beneficial impact on girls' learning.
- The school promotes, and has achieved, the Healthy Schools Award, which promotes emotional and mental well-being as well as good physical health.
- Pupils who use sexist language or exhibit gender prejudice are challenged about their attitude.
- All staff members are employed on an equal basis, and, within employment legislation and established terms and conditions of work, are entitled to maternity or paternity leave and will be considered for career breaks, job sharing or part-time work on an equal footing.
- Expectations of behaviour, including uniform standards, are not differentiated by gender.
- Appointments to posts will be on the basis of merit.