



## Equality Objectives 2018 – 2022

The Equality Act 2010 requires us to have due regard for our general duties to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people

Our equality objectives are based on our analysis of data and other evidence, and focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Objective	Action	Staff	Time scale	General duties addressed/protected characteristics considered	Impact
Narrow the gaps in attainment and achievement in maths between pupils and all groups of pupils, especially children supported by Pupil Premium funding, children with special educational needs and disabilities, and looked after children.	<p>Provide appropriate support for groups and individuals so that the number of Pupil Premium pupils working at the expected standard for their age is increased.</p> <p>Monitor the achievement of Pupil Premium pupils.</p> <p>Plan &amp; deliver interventions to address gaps in learning as identified through on-going assessment.</p>	<p>Class teachers</p> <p>JL (Data Analyst)</p>	<p>Continual formative assessment to inform planning</p> <p>Termly monitoring of individual progress</p> <p>Termly monitoring of whole school data</p>	<p>Advance equality of opportunity regardless of:</p> <ul style="list-style-type: none"> <li>• disability</li> <li>• gender</li> <li>• race</li> </ul>	<p>The difference in percentage of groups of children will decrease</p>

<p>Promote understanding and respect for differences in our school and the wider community.</p>	<p>Identify curriculum opportunities to study other cultures, countries, famous people from ethnic minorities and with a variety of abilities, and to celebrate diversity.</p> <p>Explore festivals from a range of cultures and countries through assembly and Walk &amp; Talk.</p> <p>Use events such as the World Cup, Olympics, WW1 centenary, Norfolk Show as an opportunity to explore other cultures.</p> <p>Organise visits to places of worship and visitors to talk about their faiths and cultures.</p>	<p>Class teachers</p> <p>Phase Leaders</p>	<p>Curriculum review at the beginning of each year and each topic</p>	<p>Eliminate unlawful discrimination; Foster good relations between people</p> <p>regardless of:</p> <ul style="list-style-type: none"> <li>• disability</li> <li>• gender</li> <li>• race</li> <li>• religion or belief</li> <li>• sexual orientation</li> <li>• gender reassignment</li> </ul>	<p>Parents and children will be able to talk positively about the differences between people, about the importance of uniqueness, and ways in which we can celebrate difference.</p>
<p>Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.</p>	<p>Familiarise teachers with assessment codes for EAL pupils.</p> <p>Introduce a tracking record to show measured progress.</p> <p>Invest in appropriate resources to support children's acquisition of English.</p> <p>Seek sources of specialist information as necessary.</p>	<p>Personal Development Team</p> <p>Class teachers</p>	<p>Implemented September 2018 &amp; then on-going.</p> <p>Review Autumn 2019</p>	<p>Advance equality of opportunity; Foster good relations between people</p> <p>regardless of:</p> <ul style="list-style-type: none"> <li>• race</li> <li>• religion or belief</li> </ul>	<p>Records show systematic support and language development for children who speak English as an additional language.</p>