



EQUALITY OBJECTIVES
PLACE FARM PRIMARY ACADEMY
2021-24

Date Approved	24.05. 2021
Signed	Steve King
Name	Chair of Governors
Minuted	24.05.21
Date of Next Review	September 2024

Equality Objectives Place Farm Primary Academy 2021-24

The Equality Act 2010 replaced all existing legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

We are committed to the promotion of community cohesion in our school and community, implementing all necessary actions in relation to protected characteristics.

We assess and analyse our school practices and implement all necessary resulting actions to ensure pupils and staff are not discriminated against because of their:

- Sex
- Race
- Disability
- Religion/belief
- Sexual orientation
- Gender re-assignment
- Pregnancy or maternity

These 'Protected Characteristics' have been set out in law in the Equality Act 2010.

We are committed to eliminating practices, which could result in unfair or less favourable treatment for persons with a protected characteristic.

Our equality objectives 2021-2024 have been identified by looking at data available to the school relevant to current issues in the school community.

Equality Objective	Why has this been chosen?	How this will be achieved?
<p>Increase the attendance of FSM pupils and SEND pupils.</p>	<p>Attendance of FSM pupils is too low, and therefore impacting on progress and life chances.</p>	<p>Target: 96.5 across all pupils.</p> <p>Target: Develop the personal, social and emotional development (PSED) of children, supporting them to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.</p> <p>Support provided and intervention by teachers, SLT and Attendance Team. Use of EWO service.</p>
<p>Continue to close gaps in attainment and achievement between pupils and all groups of pupils; especially pupils eligible for free school meals, pupils with special educational needs and disabilities and looked after pupils from minority ethnic groups.</p>	<p>There is still much work to be done to reduce in school variation, and gaps are evident in attainment and progress data.</p>	<p>Target: National average or above for all groups</p> <p>Target: Develop the personal, social and emotional development (PSED) of children, supporting them to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.</p> <p>Intervention that is bespoke to individuals.</p> <p>Monitor by national average.</p>

<p>To increase the cultural capital by providing opportunities for extracurricular and enriched curriculum activities.</p>	<p>To improve the life chances of all our pupils by providing them with opportunities to enhance their understanding and experience of a wider range of enriching activities.</p>	<p>Target: Provide a wider range of experiences through a dedicated afternoon of enrichment across all year groups.</p> <p>Target: Develop the personal, social and emotional development (PSED) of children, supporting them to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.</p> <p>Monitor by Pupil and Parent Surveys</p>
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Monitoring and reporting

The Academy will report on implementation as part of its review of the School Development Plan. The objectives chosen are intended to last for three years. However, the methods of achieving the objectives will be refined each year and outcomes reported to the government body as part of the development plan process. These are also available to any interested party.

Methods for assessing the impact of policies and practices on equality

The Academy has a wide range of different self-evaluation and feedback processes which it uses in order to scrutinise provision, as well as inform itself of any issues or concerns. This regular assessment of provision forms part of the school methods of assessing the impact of its policies and procedures.