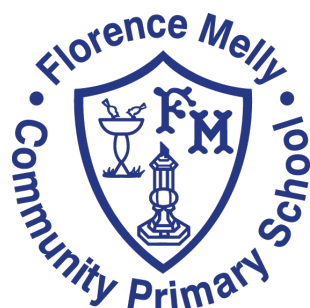


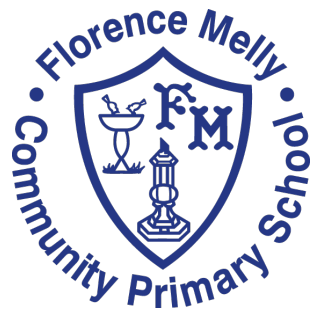


Florence Melly Community Primary School

Equality Objectives

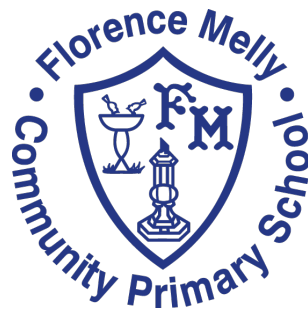
Policy Title:	Equality Objectives		Date written:	July 2023
Written by:	Aaron Leach (Headteacher)		New or revised policy:	Revised (Version 2)
Implementation:	Date of ratification:	Date presented to staff:	Date of renewal:	
	July 2023	July 2023	July 2027	





Policy Version Control

Date of Update	Overview of changes made	Version
September 2026	Annual review completed to strengthen compliance with the Public Sector Equality Duty by introducing clearer monitoring and reporting arrangements, strengthening references to the annual Equality Information Report, updating equality governance responsibilities, and adding measurable success criteria to support evaluation of progress against the school's equality objectives.	V2



Equality Objectives

September 2026 - Version 2

1. Aims

At Florence Melly Community Primary School, we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.

We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

This Equality Statement is concerned with all pupils' access to the curriculum and the recruitment and opportunity of all staff.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and Responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers.
- Ensure that the school's Equality Information Report is published and updated annually, and that the school's Equality Objectives are reviewed and updated at least every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Equality Link Governor will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed annually.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The Equality Lead will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Produce an annual Equality Information Report, and coordinate that the school's Equality Objectives are reviewed and updated (at least every four years).
- Meet with the equality link governor annually to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish an annual Equality Information Report demonstrating how the school complies with the Public Sector Equality Duty.
- Analyse attainment, attendance, behaviour, exclusion, safeguarding and participation data to identify strengths, priorities and opportunities to advance equality of opportunity.
- Use this information to inform school improvement planning and the development of equality objectives.
- Publish evidence demonstrating how the school is working to remove barriers, reduce disadvantage and improve outcomes for pupils who share protected characteristics and other vulnerable groups.
- Monitor and evaluate the impact of actions taken to improve equality across the school community.

6. Fostering good relations

The school aims to foster good relationships between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Education (RE), our Cultural Capital and Personal, Social, Health and Economic (PSHE) education, but also activities in other curriculum areas; for example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Prioritising our enrichment programme which complements our Cultural Capital.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school; for example, our Junior Leadership Team has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- Working in collaboration with parents/carers to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Coincides with any religious holidays.
- Is accessible to pupils with SEND.
- Has equivalent facilities for boys and girls

Equality Impact Assessments are conducted at the same time as risk assessments when planning school trips and activities.

8. Equality objectives

As a school we have chosen four main equality objectives which best suit our circumstances and contribute to the welfare of our pupils and our school community. They are a tool to help improve the school experience of a range of different pupils. These equality objectives have arisen from an analysis of our published data and other information, where we have identified there is potential for improvement on equalities. In addition to this, the Equality Lead and Equality Link Governor met with a group of representative stakeholders (pupils, parents/carers, governors and staff members) to review the data and discuss our equality priorities. The following objectives demonstrate the school's focus on providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community.

Objective 1 – To educate our children on racism and to reduce the number of racist incidents.

Why we have chosen this objective: Through the logging, categorising and monitoring of behavioural incidents, we have identified an increase in the use of racist language used by pupils.

To achieve this objective, we plan to:

- Utilise our Cultural Capital Curriculum to educate our children further.
- Deepen children's understanding of the origins of racist language and the impact words can have.
- Plan relevant enrichment visits to support our teaching.
- Empower all members of the school community to challenge the use of racist language.

Success Criteria:

- Reduction in recorded racist incidents over the four-year period.
- Increased pupil understanding of racism and discrimination through pupil voice surveys.
- All reported racist incidents investigated and addressed appropriately.

Objective 2 – To develop our children's emotional literacy and support them in being able to self-regulate.

Why we have chosen this objective: There has been a recent increase in the number of pupils with identified SEMH (Social, Emotional & Mental Health) needs, particularly post pandemic; this has been identified through our SEN and Vulnerable Registers, as well as through our referrals to outside agencies.

To achieve this objective, we plan to:

- Develop a whole school approach to regulating emotions using Zones of Regulation.
- Utilise parent/carer workshops to promote shared language and strategies.
- Create valuable Zones of Regulation displays, areas and resources in each classroom.
- Plan and deliver ongoing training for staff members.
- Continue to work collaboratively with relevant agencies; eg: OSSME, ADHD Foundation, Educational Psychology, CAMHS etc.

Success Criteria:

- Reduction in behaviour incidents linked to emotional regulation difficulties.
- Increased pupil confidence in identifying and managing emotions through pupil voice activities.
- Consistent implementation of Zones of Regulation across the school.

Objective 3 – To increase parental engagement in all aspects of school life.

Why we have chosen this objective: Research (Hattie 2008) has shown that strong collaboration between school and home positively impacts on the emotional and academic progress of pupils.

To achieve this objective, we plan to:

- Regularly seek feedback and opinions from parents/carers through questionnaires, surveys and open communication channels.
- Collaborate with parents/carers through governor and parent focus meetings.
- Engage parents/carers through events such as: coffee mornings, training sessions, family learning events etc.
- Identify and signpost parents/carers to relevant training opportunities and support networks.
- Continue to develop our strong, approachable and supportive pastoral team.

Success Criteria:

- Increased attendance at parent events, workshops and consultations.
- Positive parental feedback through surveys and questionnaires.
- Increased participation from families of vulnerable and disadvantaged pupils.

Objective 4 – To improve behaviour of all pupils through prioritising the importance of respect.

Why we have chosen this objective: Although we identify the behaviour of our pupils as a strength of our school, through reflecting on our work with behaviour specialists, we would now like to revise our approach to behaviour to ensure that low level behaviours do not negatively impact on learning.

To achieve this objective, we plan to:

- Launch a new behaviour policy which sets out the, 'Flo Melly Way'.
- Continue to engagement in the HEARTS Project, which is supporting SLT in developing our trauma and attachment informed practice.
- Train ALL staff on the importance of building trusted relationships with all pupils.
- Relaunch our DREAMS core values with 'respect' as a core value.

Success Criteria:

- Reduction in repeat behaviour incidents.
- Positive pupil and staff feedback regarding respectful behaviour.
- Consistent implementation of the school's behaviour policy across all year groups.

9. Monitoring and Reporting

Progress towards these objectives will be reviewed annually by school leaders and governors through the publication of the school's Equality Information Report.

The Equality Information Report will provide an overview of relevant school data, identify strengths and areas for development, evaluate the impact of actions taken and inform future equality priorities.

Equality objectives will be formally reviewed every four years, or sooner where circumstances require.