



Mission Statement

We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together

Emmaus Equality Objectives and Equality Action Plan 2023-24

Our Equality Objectives

- To provide a curriculum which promotes the whole school ethos of inclusion and equality for the whole school community
- To ensure that all children have equal access to the curriculum and are able to achieve the best possible outcomes
- To provide a quality learning experience for each child in which all adults actively promote equality, inclusion and a celebration of diversity
- To protect the well-being of all pupils by challenging any non-inclusive views held by anyone within the school and wider community

Link to Public sector Equality Duty	Protected Characteristics	Aim	Objective	Target group	Action	Who's responsible?	Review Date	Progress /Success criteria
All	All	To increase pupil, staff and governor awareness of the responsibilities that underpin society: Promoting British Values, 'Prevent' Duty	For pupils to understand they have rights, how they exercise them and how rights links to responsibilities	All pupils, staff and governors	Publish and request any comments/ suggestions	SLT and governors	Oct 24	An improved understanding of British values and support for children at risk of radicalisation
Eliminate unlawful discrimination, harassment and victimisation	Sexual orientation, race, gender, identity, disability, religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Pupils feel safe and secure in the knowledge that any incidents will be dealt with effectively Increased staff confidence	Whole school	Review and update existing policies relating to bullying Access staff training Ensure continuing professional development of in challenging	SLT/All staff	Oct 24	All incidents reported and dealt with by a senior member of staff All members of school community feel free

					and identifying harassment and victimisation			from harassment or discrimination Cpoms monitored and data analysed in SLT
Advance equality of opportunity	Disability/All	To increase social and emotional skills for pupils with Social, emotional and mental health difficulties	Improvement in the pupils to manage difficult or stressful situations and a reduction in classroom disruption	Pupils with SEMH/All pupils	Training for staff in developing pastoral support systems for pupils with SEMH needs Counselling opportunities in place for pupils who require further support	All staff	Oct 24	Counselling available for our pupils
Advance equality of opportunity	Disability	To better understand the needs of parents/carers with a disability within our school	Improved access and communication with parents/carers with a disability The school takes account of all disability issues and does all in its power to cater for the needs of its pupils, staff and carers.	Parents/carers with a disability	Gather and record information relating to disability	Inclusion manager	Sept 24	All members of the school community feel valued and supported
Advance equality of opportunity	Disability	To ensure fair access to the curriculum for those with different abilities/disabilities through promotion of inclusive practises	Improved access to the curriculum Availability of resources to facilitate learning and development	Disability	Use a range of teaching strategies and pedagogies to stretch and challenge pupils of all abilities.	All staff	Sept 24	Pupils have access to appropriate equipment as needed e.g. sensory resources
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of our community and our world and the diversity within it Increased positivity towards diversity	Whole school	Invite representatives from disability equality groups to speak to the children Invite speakers from diverse backgrounds to meet with the children	Inclusion manager	Oct 24	Increased awareness and understanding of diversity based on background

Eliminate unlawful discrimination, harassment and victimisation	Race/religion	To celebrate diversity of culture and race	For all pupils to develop an understanding of different cultures, race and religions and enjoy celebrating festivals as a school	All pupils	Use significant cultural festivals and celebrations to inform pupils of diversity in food, culture, arts etc Hold themed weeks to celebrate different race, religions, language	Whole school	Oct 24	Pupils show an awareness of other cultures, race and religion and enjoy celebrating the various festivals
Advance equality of opportunity	All	To ensure all EAL children achieve to their full potential	Children are happy, settled and make good progress from their starting points Children are supported well with emotional/trauma needs Children access all extracurricular activities they require	EAL Pupils	Monitor the Children's progress and organise for outside agencies to be involved as needed Ensure HLTA provides emotional support for family as needed Funding used to support identified needs for all	All staff EMTAS	Sept 24	Progress data shows EAL pupils make progress commensurate with that of their peers
Advance equality of opportunity	All	To continue to close the gender gap in relation to achieving a GLD at the end of FS.	To increase the percentage of boys achieving age related expectations by the end of FS Pupils are supported and receive basic skills (PD, C&L, Lit) interventions to accelerate progress	FS boys	Identify a group of boys who are under achieving (at risk of not achieving GLD by the end of FS) Set up appropriate and interest led interventions to improve physical skills, literacy and communication and language	EYS Lead	Entry Sept 23– exit July 24	The gender gap at for GLD will begin to close
Advance equality of opportunity	Race/Disability	Ensure SEND & EAL children are represented on school council	To ensure that all pupil voices are heard	EAL/Race	Check representation of groups in school council. Discuss at SLT meetings to ensure full representation	SLT	Sept 23 – July 24	Representatives on school council
Advance equality of opportunity	All	To increase the participation of pupils from marginalised or vulnerable backgrounds in school life	Increased participation of vulnerable groups (race, sexual orientation) in targeted areas of school life Improved access and communication with disabled parents/carers All pupils are aware of and sensitive to the	Vulnerable groups	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school Set up group of Pupils to develop actions which better involve the target group	Inclusion Manager	Sept 23 – July 24	Analysis and monitoring will indicate that all marginalised pupils are represented in the life of the school

			needs of those with disabilities Pupils provide support to each other without any patronisation and are represented within all aspects of school life Staff evaluate targeted areas such as extra- curricular activities, breakfast and after school club, E-Cadets, school council, worship group, house captains and buddies, Head boy and girl		Increase the diversity of pupils/students involved in the decision-making processes of the school Create opportunities for pupils to explore disability and relate to the specific needs of the children within the school in order to promote positive images of disability and greater understanding of the varying disabilities within our school Use time with the school council and buddies to explore issues relating to disability and ensure they are more aware of incidents on the playground and around school			
All	All	To ensure that the religions, beliefs and values of others are fully explored and experienced through the school curriculum in order to increase the tolerance, awareness and understanding of our pupils (As a predominantly based Christian faith school, staff are aware that all cultures need to be fully represented)	Pupils from varying religious backgrounds feel safe and secure in the knowledge that there is a shared understanding of their beliefs and that there will be no form of discrimination based on their religion or beliefs Through a balanced PSHE and RE curriculum, pupils gain an awareness of different religions and beliefs and have an understanding and	Race and religion	Curricular opportunities to understand what religion is, and what it means to people, e.g. curriculum projects, circle time Challenging of prejudice and stereotypes Ensuring that we use best practice in provision and integration To be open and welcoming to all pupils and parents of differing religions To find out more about	Inclusion Manager	Sept 23– July 24	Pupils and staff will feel supported in sharing their cultures and beliefs

			tolerance of these Increase in the number of different faith celebrations and activities throughout the whole school Staff training to support their understanding of different religions and beliefs		religions of our community To support parents/carers at risk of discrimination due to their religion Staff to be positive role models To carry out a daily act of Christian worship, in accordance with the law To increase the number of faith speakers to provided assemblies and workshops from a first hand point of view To respect parent's right to withdraw their child from assemblies, services and CW Make provision for children with specific dietary/cultural requirements			
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See also:

Emmaus Equality Policy

Emmaus Accessibility Plan

SEN and Disability Policy

SEND Intent Document

Inclusion Statement and Action Plan

SEN Information Report

