



*We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage. We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.*

## Equality Objectives

Tealby Primary School recognises that the Equality Act has three aims and they are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who have a shared characteristic and those who do not

Tealby Primary School is committed to promoting equality and diversity, providing an inclusive, caring and supportive environment, which is committed to the promotion of equity and genuine equal opportunity for all.

### Our Equality Objectives build on the core values of the School:

**Courage**

**Excellence**

**Determination**

**Respect**

**Inspiration**

**Compassion**

| Eliminate unlawful discrimination, harassment and victimisation                        |                                                                                                                                                                |                                                                                      |
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| Objective                                                                              | Action                                                                                                                                                         | Impact                                                                               |
| To continue to promote a tolerant and inclusive school where all feel safe and valued. | Teach the children about the importance of British Values. PSHE/Picture News Assemblies/Events such as Remembrance/Emotional Health/Celebration Assemblies etc | Children know what to do if they witness an incident.                                |
|                                                                                        | Pupil Council and Pupil Parliament teach our children about democracy and British values, and displays promoting these are prominent in each classroom.        | Staff feel empowered and knowledgeable to deal with any incidents should they occur. |
|                                                                                        | Ambassadors and Pupil Voice in Class Meetings – their voices are valued and contribute to the leadership of the school.                                        |                                                                                      |
|                                                                                        | School CPD to ensure all staff are aware of current legislation and any current issues.                                                                        |                                                                                      |
|                                                                                        | Anti-bullying week and online safety week.                                                                                                                     |                                                                                      |



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|                                                                                               | <p>Pupil involvement and agency in driving this across the school.</p> <p>Police visits to school and involvement in Online safety forum.<br/>To develop the role of the mini police.</p> <p>Discussions at Governor committee meetings/monitoring regarding inclusion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                    |
| Children understand and are able to explain meaning of equality                               | <p>Assemblies such as Celebration Assemblies/participation in assemblies at the Church for events such as Harvest.</p> <p>PHSE curriculum – equality is at the heart of the school's curriculum.</p> <p><b>Work on Diversity:</b></p> <p>To reduce prejudice, we must first be honest with ourselves about our potential for prejudice. Mindfulness programmes can reduce stress and enable us to develop authentic, less reactive relationships with our own feelings towards human diversity.</p> <p>Celebrate authentic identities. Pupils given opportunities to reflect their family group, lifestyle, interests, culture, heritage or religion. Children share it with the class and describe what it means to them. Children progress knowing it's okay that diverse families exist.</p> <p>Explore existing attitudes through robustly explore the diversity of the natural world, making on-going links to human diversity and diversity of modern family life. Model bringing compassionate, non-judgmental curiosity to the natural difference of life.</p> <p>Books and images: families in the 21st century are diverse. We aim for our books, posters and examples we deploy in lessons to reflect it. Our school and/or class libraries contain books about differently abled children/ or children living with grandparents.</p> <p>Use inclusive language and explore what connects us; compassionately exploring the experiences of a range of diverse identities, including those of same sex families and children with LGBT+ siblings or friends. Acknowledge that LGBT+ children and adults exist and should be celebrated.</p> <p>Use pupil surveys, assemblies and PSHE lessons to share the Equality Act 2010 and its requirements to eliminate discrimination, foster good relations and further equality. We explore the act with children, along with the UNICEF Convention of Rights for the Child, relating them to school values and ethos and, in KS2, cover hate crime laws.</p> <p>We will source a range of inspirational speakers from a diverse range of business and cultural backgrounds, including LGBT+.<br/>School leaders empower staff to be authentic at work; staff can be invited to tell their story.</p> <p>A whole-school celebration to explore identity and reference it throughout the year. Make it a joyful celebration of diverse individuals; explore autobiographies, interviews, heritage, ancestry, and interests and beliefs. Follow up with PSHE in which children's reactions and responses to diversity is explored in a respectful space.<br/>End with a celebration event during which children dance to music and sing songs about their authentic identities.</p> | <p>Children can give examples of how to show equality.<br/>Children beginning to be more aware of difference between equity and equality.</p> <p>Pupil voice shows that pupils do not tolerate discrimination.</p> |
| <b>Foster good relations between people with a shared characteristic and those who do not</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |



| Objective                                                                                                                                                    | Action                                                                                                                                                                                                                                                                 | Impact                                                                                                           |
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| There is a raised awareness and understanding for staff and pupils of barriers for key protected characteristics within and outside of our school community. | Celebrate festivals from a range of different faiths.                                                                                                                                                                                                                  | Children and staff have a greater understanding of differences between themselves and others and celebrate this. |
|                                                                                                                                                              | Mark key Weeks/Days such as anti-bullying week, autism awareness, Mental Health Day etc.                                                                                                                                                                               |                                                                                                                  |
|                                                                                                                                                              | Increased visibility and understanding of the significance of Anti Bullying Week/Children in Need/Comic Relief etc. Improve student engagement across the school – ambassadors to lead assemblies/meetings and regular items to be on the whole school meeting agenda. |                                                                                                                  |
|                                                                                                                                                              | Continue to reinforce what Bullying is and how we deal with bullying in the assemblies to all Pupils in the 2023/34 academic year.                                                                                                                                     |                                                                                                                  |
|                                                                                                                                                              | Explicitly teach children about Protected characteristics through assemblies, SMSC curriculum Jigsaw PSHE.                                                                                                                                                             |                                                                                                                  |
|                                                                                                                                                              | Promote diverse cultural heritage in the UK with events such as reading in a foreign language, One World Day, International Children's Day and the using of opportunities such as Arts Week to increase awareness of different countries and cultures.                 |                                                                                                                  |
|                                                                                                                                                              | Our pupils will visit places of worship for the six main religions over the course of their primary phase, promoting understanding, acceptance and tolerance towards differences.                                                                                      |                                                                                                                  |
| Curriculum celebrates diversity and supports an understanding of equality issues.                                                                            | Curriculum evaluated to ensure it is inclusive.                                                                                                                                                                                                                        | Pupils can articulate at least some of Rights of the Child.                                                      |
|                                                                                                                                                              | Explicit teaching of equality issues (racism, sexism, Homophobia) through PHSE and RE curriculum and assemblies.                                                                                                                                                       | Pupil voice shows that children understand the importance of respecting others and their lifestyle choices.      |
|                                                                                                                                                              | Assembly programme throughout year addressed Black History month, LGBTQ+ awareness month, World mental health day, Autism Awareness month, Diabetes month, interfaith week, international women's day, Eid, Hanukah, Diwali, Easter and Christmas.                     | No recorded incidents of racist bullying.                                                                        |
|                                                                                                                                                              | Inclusive books purchased for school and class libraries.                                                                                                                                                                                                              | No recorded incidents of homophobic bullying.                                                                    |
|                                                                                                                                                              | Inclusive books purchased for school and class libraries.                                                                                                                                                                                                              | Pupils feel they have a voice and that they are represented in our school curriculum.                            |
|                                                                                                                                                              | Displays in school represent diversity.                                                                                                                                                                                                                                | Most popular books in school library were either by written by diverse authors or have diverse characters        |



| Advance equality of opportunity between people who share a protected characteristic and those who do not |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                 |
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| Objective                                                                                                | Action                                                                                                                                                                                                                                                                           | Impact                                                                                                                                                                                                                                                                                          |
| All staff and pupils feel valued and represented                                                         | A school well-being mentor, perhaps with 'therapy' dog, to support children and families and work closely with other services.                                                                                                                                                   | <p>Female pupils will have increased aspirations. Challenge stereotyping of girls</p> <p>All children will have opportunity to take part in School Sports competitions. Sport is used to break gender stereotypes</p> <p>Parents feel supported to help their children with their learning.</p> |
|                                                                                                          | To develop a Tealby School Values award scheme to underpin the ethos of the school. Through making the right decisions in class, in the playground and around the school, pupils in the school appreciate they are demonstrating respect and compassion towards their community. |                                                                                                                                                                                                                                                                                                 |
|                                                                                                          | There could be three levels to this award: BRONZE (within the class setting); SILVER (within the phase, key stage or school setting); GOLD (within the wider community).                                                                                                         |                                                                                                                                                                                                                                                                                                 |
|                                                                                                          | Actively encourage PP/SEND pupil involvement in enrichment clubs. Monitor take up and identify and remove barriers.                                                                                                                                                              |                                                                                                                                                                                                                                                                                                 |
|                                                                                                          | Run support workshops for parents of children with barriers to learning to help them develop understanding of curriculum and how to support their child.                                                                                                                         |                                                                                                                                                                                                                                                                                                 |
|                                                                                                          | Promote greater gender equality and inspire our female community through inviting speakers and providing opportunities for girls – links to local girls' sports groups/clubs.                                                                                                    |                                                                                                                                                                                                                                                                                                 |
|                                                                                                          | Sports premium is spent inclusively. Inclusive sports opportunities through JB sports and Local Cluster groups.                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                 |
|                                                                                                          | There is a dynamic whole school pupil council with ambassadors elected via a democratic process. The KS2 Pupil Council members will resume (covid prevented whole school meetings) take significant responsibility for developments in our school and lead the WSM with the SLT. |                                                                                                                                                                                                                                                                                                 |

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| Reviewed | June 2024 | Next Review Date | June 2025 |
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