

Statutory Policy:

Policy provided centrally for adoption by schools with minimal amendment to the core text. Changes are allowed to the text where indicated

Equality Objectives

Benson C of E Primary School

Approved by:	ODST
Date:	August 2023
Next review date:	August 2027

Adopted by school:	Benson C of E Primary School
Date:	TBC LGB February 2025

Contents

Background	2
What this means in practice?.....	2
Whose responsibility is it?	2
Producing equality objectives	2
Publishing equality objectives.....	2
Equality objectives	3

Background

The DfE's guidance on [Statutory Policies for Schools](#) (Sep 2014) states that schools have responsibilities to: draw up and publish equality objectives every four years, and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

What this means in practice?

The public sector equality duty applies to all schools, including academies, and this is therefore a statutory responsibility for all ODST schools.

Whose responsibility is it?

As these should be produced on a school by school basis it is a responsibility delegated by the Board of Trustees of ODST to the Local Governing Body who may in turn delegate this to a committee of the governing body, the headteacher or possibly an individual governor.

Producing equality objectives

The DfE [guidance](#) is clear that schools are free to meet their duties in ways appropriate to their own circumstances and also that the process is not intended to be overly burdensome, Schools are therefore able to choose equality objectives that best suit their individual situation and contribute to the welfare of their pupils and the school community, Objectives do need to be specific and measurable and should be used as a tool to help improve the school experience of a range of different pupils. They should also be achievable. A school should set as many objectives as it believes are appropriate to its size and circumstances.

Publishing equality objectives

It is up to schools themselves to decide in what format they publish equality information, but they must be accessible to those members of the school community and the public who want to see it. Setting up a webpage on the school's website would be an effective means of doing this.

As ODST has responsibility for the schools in the Trust it's also important that a copy of the annual report is made available to the People and Pay committee by the end of each academic year.

Benson C of E – Equality Objectives – 2023 to 2027

At Benson C of E, we are committed to creating an inclusive environment where all pupils, staff and members of our school community feel valued, respected, and able to achieve their potential. As part of our ongoing efforts to promote equality, we have developed a set of equality and inclusion objectives which will be reviewed every 4 years. These objectives are designed to ensure that all members of our community, regardless of any characteristic, are given the support they need to succeed in school. We strive to create an environment where diversity is celebrated, and where differences are seen as strengths. Inclusion is not just about providing equal access to education—it's about fostering an environment where every child can grow emotionally, socially, and academically. Through these objectives, we are focused on making sure that no child is left behind and that all children have equal opportunities to thrive.

Objective	Actions Required	Success Criteria	Update 2024
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.	- Integrate topics of equality, diversity, and inclusion into all subject areas, ensuring that lessons highlight various perspectives and experiences. - Organise at least one event per term focused on a theme of equality and diversity (e.g., Black History Month, International Women's Day). - Train teachers to use inclusive language and strategies that address bias or stereotypes in classroom discussions. - Develop a bank of resources and lesson plans that focus on diverse cultures, backgrounds, and experiences, ensuring representation in literature and case studies.	- At least 90% of teaching staff incorporate equality and diversity topics in their lessons each term. - Increased pupil engagement and discussion around equality issues, measured through pupil reflections or surveys. - Reduction in recorded incidents of bullying or prejudice-related behaviour, particularly related to gender, race, disability, or other protected characteristics.	- Children identified as Diversity Leads - Black History Month celebrated - Diversity Day celebrated - Children's voice through safeguarding check with governors indicate children are understanding of each other - SCARF PSHE curriculum used in all classes, Term 2 'Valuing Difference', Term 4 'Rights and Respect'
To provide targeted support for learners with particular needs, ensuring they make progress and feel included within the school community.	- Conduct thorough assessments of all pupils at the beginning of each academic year to identify specific learning needs (e.g., SEND, EAL, mental health). - Develop and implement Individual Education Plans (IEPs) or support plans for pupils with specific needs, with clear, measurable goals for progress. - Provide adapted teaching strategies and resources to support learners with	- Pupils with particular needs (e.g., SEND, EAL, mental health) make measurable progress according to their IEP or support plan. - Regular feedback from parents and pupils indicates that learners with particular needs feel supported and included in school activities. - An increase in the number of pupils with particular needs achieving age-	- Individual learning plans in place for SEN, PP and Service children to ensure their voice is heard, and they are accessing opportunities in school - Suspensions reducing over time - Behaviour monitored and reported to governing body

	particular needs in all subject areas, ensuring accessibility for all. • Train staff on recognising and effectively supporting diverse needs, including ongoing professional development in SEND and mental health awareness.	appropriate milestones (e.g., reading, writing, social participation) by the end of the academic year. • Reduction in any incidents of exclusion or disengagement among learners with particular needs, evidenced by monitoring behaviour and attendance records.	• Attendance Lead in place, individual approach having a positive impact on hard to reach families
To increase the extent to which all pupils, particularly those with protected characteristics, feel valued and confident, and are more likely to achieve their potential.	• Develop and implement regular pupil surveys to gather feedback on their sense of belonging, confidence, and well-being. • Deliver targeted PSHCE (Personal, Social, Health, Citizenship and Education) sessions focusing on self-esteem, inclusion, and celebrating diversity. • Ensure that students from all protected characteristic groups (e.g., disability, gender, ethnicity) are represented positively in learning materials and school activities. • Provide regular training for staff on inclusive practices and understanding the needs of pupils with different backgrounds or characteristics.	• Pupils report feeling valued and confident on pupil surveys. • An increase in pupil participation in school activities, with specific reference to groups historically underrepresented. • Improved attainment and progress for pupils with protected characteristics (measured through annual academic progress reviews).	• Wide range of opportunities with children of all groups attending (sporting, trips, visits, children's voice in school) • Individual learning plans in place for SEN, PP and Service children to ensure their voice is heard, and they are accessing opportunities in school

