



Higher Bebington Junior School Equality Objectives and Action Plan

How we chose our equality objectives

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives. This will happen annually as an end of year review.

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the following data
 - Data on ethnicity, religion or belief and socio-economic background collected and compared with local and national data
 - Attainment and progress data for all groups of pupils
 - Attendance Data for all groups of pupils
- ii. from discussion and feedback from surveys with pupils, parents, staff and governors
- iii. From reviews of our curriculum areas.

Roles and responsibilities

The Governing Body:

- Monitor the implementation of the statement and the objectives to check progress and assess the impact on staff, learners and parents and others.
- Ensure that all governors are aware of their legal responsibilities under equality legislation.
- Approve the equality information to be published annually and the objectives to be published every four years.
- Check the implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic.

The Headteacher will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation.
- Ensure staff, pupils, parents, and any other interested stakeholders are aware of the Statement and their roles and responsibilities in implementing it.
- Monitor to ensure effective implementation of the Statement and objectives.

- Provide regular reports for governors on progress and performance.
- Allocate appropriate responsibilities and provide suitable training and development for staff to implement this Statement.

The Leadership team will:

- Drive forward implementation of the Statement and action to achieve the objectives.
- Support staff to carry out their role in implementing this Statement.
- Provide effective leadership on equality issues.
- Respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment, or victimisation.

All staff will:

- Recognise that they have a role and responsibility in their day-to-day work to:
 - Eliminate discrimination, advance equality, and foster good relations.
 - Challenge inappropriate language and behaviour.
 - Tackle bias and stereotyping.
 - Respond appropriately to incidents of discrimination and harassment and report these.
 - Respond appropriately to the needs of pupils, parents, staff, and others with protected characteristics and encourage pupils to do the same.
 - Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.

Equality Strand	Objective	Actions and how they will be monitored	Lead Responsible	Timescale	Expected Outcomes/Impact
All	To ensure all stakeholders are aware of the Equality Objectives and Action Plan.	Publish and promote the Equality Plan through the school website, newsletter, staff meetings and governor's meetings.	HT	Ongoing	All stakeholders understand the Equality Objectives and the action plan.
All	To continue to ensure all staff and Governors receive training on Equality and Diversity with a focus on the nine protected characteristics.	Provide training for all staff and Governors on Equality & Diversity- Educare	HT	Training completed by end of Autumn Term 2022	All Staff and Governors aware of legislation and responsibilities of all stakeholders.
All	To ensure the curriculum reflects role models that pupils can positively identify with and reflect diversity in terms of race, gender and disability	<p>Review curriculum to ensure range of positive role models evident e.g. in displays, in guided reading texts, class and school library, focus figures etc. New resources ordered where required.</p> <p>Invite range of role models into school for workshops and assemblies. Use MEAS for support.</p> <p>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability</p>	EW (Curriculum Lead)	Ongoing	<p>A curriculum embedded with wide opportunities which represents the richness of global cultures.</p> <p>Diversity is reflected in the school's curriculum.</p> <p>Pupils can talk positively about a range of role models that they have learnt about.</p>

All	To promote understanding and respect for differences.	Identify opportunities in the curriculum to celebrate diversity. Use assemblies and curriculum opportunities to challenge stereotypes and celebrate festivals of a range of cultures and countries.	EW (Curriculum Lead)	Ongoing	Greater understanding and respect for other cultures and beliefs throughout the school community.
All	To ensure that all pupils are given the opportunity to fully participate in the wider life of the school including school trips and residential visits	Monitor attendance by all pupils groups- identifying any patterns in groups that do not attend clubs, trips and residential visits. Address any identified barriers to participation in clubs, school trips and visits- where possible.	EW (Curriculum Lead) JH/BS (SENCO) JD (Pupil Premium Champion) BR (PE Lead)	Ongoing	Increased participation by children from all school groups.
All	To ensure disadvantaged pupils make at least expected progress from their starting points in RWM.	See Pupil Premium 3 year strategy and statement.	JD (Pupil Premium Champion)	Ongoing	Disadvantaged pupils make at least expected progress from their starting points in RWM.
Religious Equality Duty	To continue to promote the celebration of cultural and religious diversity throughout the school	Continue school visits to places of worship and visitors into school Increase opportunities for visitors from different cultures and faiths as part of curriculum topics. Continue to work with MEAS and promote the celebration of cultural events throughout the year. Cultural events should be celebrated throughout the year	EW (Curriculum Lead) JT (PE Lead) JH (PSHE Lead)	Ongoing	Increased participation in visits to places of worship for a range of religions. Increased awareness of different communities shown in RE lessons and assemblies.

		to increase pupil awareness and promote understanding of different communities e.g. Diwali, Eid, Christmas.			
Disability Equality Duty	To remove barriers to perceptions of disability.	Celebrate the achievements of disabled role models nationally and globally. Ensure a range of visitors enable pupils to engage positively with disabilities	EW (Curriculum Lead)	Ongoing	Diversity is reflected in the school's curriculum Pupils can talk positively about a range of role models that they have learnt about.
Sexual Orientation Duty	To ensure that our RSE and PSHE curriculum recognises a range of diverse family structures.	Embed the delivery of the RSE curriculum that recognises diverse family pictures. Ensure all staff respond appropriately to questions raised by children. Create displays around school reflecting the diverse family structures in our school community.	EW (Curriculum Lead) JH (PSHE Lead)	Ongoing but with main focus in RSE week (summer 2)	Pupils and staff recognise that families are made from a range of gender and sexual orientations.
Age	To ensure staff profile is representative of all ages.	Ensure legal employment guidelines are followed-supported by Wirral HR.	HT Governors	Ongoing	Employment law adhered to.