**Lower Meadow Primary Academy**

**Equality Objectives**

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| **Overall Target**  To actively encourage positive attitudes towards those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion & belief, sex, sexual orientation) and to meet their needs.  **Intended Impact**  Lower Meadow Primary is fully inclusive and there is equality of opportunity for all. | | |
| **Action** | **Success Criteria** | **Impact** |
| To continue to actively promote positive attitudes towards others and awareness of equality and diversity | * Opportunities are embraced to enrich multi-cultural and multi-faith education * British Values are promoted * Issues of identity, equality, racism, rights and responsibilities are explored with the children | Children treat others with dignity and respect and understand the effects of discrimination. |
| To continue to ensure equality of access for pupils, parents and visitors. | * All stakeholders have access to the school site (reasonable adjustments are made where necessary) * School documentation is produced in an accessible format (where needed) | Lower Primary Academy is accessible for all. |
| To promote positive attitudes towards diverse families and home situations. | * Staff include diversity / prejudice awareness in teaching | Children understand and value the diversity that surrounds them and challenge prejudice and stereotyping |
| To continue to make all enrichment activities accessible (eg extracurricular activities and sporting events). | * All pupils participate in all activities across the curriculum (reasonable adjustments are made where necessary) * Disabled pupils are offered the opportunity to represent the school * Disabled pupils attend all visits and residential | All pupils’ needs are met and all take as full a part as possible in the activities of the school. |
| To continue to work well in partnership with all parents. | * Positive relationships exist with all parents   (including those with protected characteristics, single parents, vulnerable families, working parents and parents who are reluctant to engage)   * Parent feedback is sought, considered and acted upon as appropriate (eg meetings, surveys) | All parents feel supported and included in the life of the school and their children’s learning. |
| To review sex & relationship teaching in light of the Equality Act | * Content of what is to be taught in SRE lessons is reviewed to ensure compliance with the Equality Act 2010 | The SRE policy is consistent with our Equality Policy. |
| To be more accountable  for how well we are complying with the Equality Act 2010. | * The equality objectives are reviewed in the termly HT’s report to the governors. | Our equality of provision will be regularly reviewed and monitored. |