

Our Equality Objectives and Action Plan (2023-27)

The Stoke Poges School is committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must, under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the needs to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

Our equality objectives are:

1. To celebrate and reflect the diversity of our school community through the curriculum we offer, providing positive role models our pupils can identify with.
2. Ensure all groups of pupils, parents and carers access opportunities to contribute positively to the wider life of the school, ensuring equity and fairness in access and engagement.
3. Empower children to understand their rights and encourage them to use their voice.
4. Monitor and evaluate the policy, recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.

	Issue	Which groups with protected characteristics will this benefit	Action	Owner	Success Criteria	Goals achieved / updates
1.	To celebrate and reflect the diversity of our school community through the curriculum we offer, providing positive role models our pupils can identify with.	Disability Gender Religion or belief Race Sexual orientation Gender reassignment	<ul style="list-style-type: none"> • To ensure the school's curriculum promotes development of the school values. • To review how British values are promoted throughout the school and ensure they are taught through the curriculum. • Review the English curriculum to ensure it includes a diverse diet of authors and good quality texts. 	SLT	<ul style="list-style-type: none"> • The curriculum provides opportunities for pupils to understand, accept and celebrate differences and diversity. • Throughout their time at The Stoke Poges School, pupils are exposed to a diverse range of positive role models they can identify with. • Pupils have high aspirations as they are familiar with positive role 	

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			<ul style="list-style-type: none"> To implement the reviewed PSHE and wellbeing curriculum. To monitor the impact of the reviewed PSHE curriculum through book looks and pupil voice. To monitor the frequency and quality of RE teaching. 		<p>models and aware of a wide range of options available to them as they progress to the next stage in their education.</p> <ul style="list-style-type: none"> British values are promoted throughout the school's curriculum. 	
2.	Ensure all groups of pupils, parents and carers access opportunities to contribute positively to the wider life of the school, ensuring equity and fairness in access and engagement.	Disability Gender Religion or belief Race Sexual orientation Gender reassignment	<ul style="list-style-type: none"> Termly parent/community events that appeal to our diverse community e.g. workshops, information sessions, school events. Track attendance at parent events and address non-attendance. Termly analysis of parent attendance at events and planning for targeted under-represented groups e.g. through personal invitations. Review election processes for pupils groups e.g. school council and playground pals, ensuring all groups of pupils have equitable opportunities to contribute and that groups are representative of our diverse school community. Monitor pupils' access to extra curricular opportunities, including sports clubs and events, seeking to address any inequalities in pupils' access to these. Governing Board to continue to seek out recruitment of new governors, identifying 	Staff Staff Staff SLT PE Lead Governor s SLT	<ul style="list-style-type: none"> The diversity of our school community is reflected in the groups representing the school e.g. governors, PTA, school council. All parents and pupils access opportunities to engage with the school community, regardless of background, race, gender or disability. 	

	Issue	Which groups with protected characteristics will this benefit	Action	Owner	Success Criteria	Goals achieved / updates
			<p>opportunities to reach a more diverse range of candidates and seeking to increase the diversity in the governing board so that it is representative in the school community.</p> <ul style="list-style-type: none"> • Develop the cultural experiences to be implemented alongside the new curriculum model. 			
3.	Empower children to understand their rights and encourage them to use their voice.	Disability Gender Religion or belief Race	<ul style="list-style-type: none"> • Introduce debate. • Guest speakers at assemblies. • Curriculum opportunities. 	Staff	<ul style="list-style-type: none"> • Children are confident speakers. • Children know their rights and speak up. 	
4.	Monitor and evaluate the policy, recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.	Disability Gender Religion or belief Race Sexual orientation Gender reassignment	<ul style="list-style-type: none"> • Report to governors. • Consult with pupils, staff and parents on how the policy is working and how it could be improved. • Monitor and review practice. • Report on inclusion via website etc. 	HT/SLT	<ul style="list-style-type: none"> • Equality and cohesion policy is actively utilised and developed to ensure it effectively promotes equality and cohesion. 	