

St Luke's Equality objectives

Schools are required to publish information showing how they comply with the Equality Duty and setting equality objectives. They need to update the published information at least annually and publish objectives at least once every four years. Compliance with the equality duty is a legal requirement for schools, but meeting it also makes good educational sense. The equality duty helps schools to focus on key issues of concern and how to improve pupil outcomes. These are also central to the OFSTED inspection framework.

The Equality Duty has two main parts: the 'general' equality duty and 'specific duties'. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

- 1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- 2. Advance equality of opportunity between people who share a protected characteristic such as disability, race, religion and people who do not share it.
- 3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010 – which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 Regulations 2011 which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.
- This document is also based on Department for Education (DfE) guidance : The Equality Act 2010 and schools.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

St Luke's Primary School is an inclusive school where we focus on the well-being and progress of every child and where members of our community are of equal worth.

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

Objective	Evidence source	Actions	Success criteria	Lead person	Monitoring and evaluating
The school deals well with discriminatory behaviour.	Questionnaire to pupils / families. Assemblies – rewarding behaviour. Pupil voice through discussions with peer mediators/mentors.	Check parent and pupil survey includes question on behaviour- send to parents and children. Add sub-category on CPOMS for 'body shaming' Focused award for behaviour in celebration assembly. PSHE curriculum to discourage discrimination- TenTen resources and PSHE association.	Parent and pupils feel school deal with discriminatory behaviour well. Reduction in discriminatory behaviour incidents via CPOMS. Children demonstrate tolerance, understanding of differences between people in lessons and around school.	Elysia Byrne	Monitor response from questionnaire. Analyse CPOMS termly specifically focusing on trends in body shaming.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Objective	Evidence Source	Actions	Success criteria	Lead person	Monitoring and Evaluating
Raise attainment of boys in reading	Track progress from KS1 to KS2	Consistent approach to reading across school Check book supplies in school to ensure there	Boys reading to be at least in line with national average by 2021	Sarah Dean (Assistant Headteacher)	Tracking on TT Pupil progress meetings

		are books appealing to boys Pupil voice to discover what texts boys enjoy reading.			
Raise attainment of early readers in reading	Phonics screening check results	Peer reading-year 5 children to partner with Reception/KS1 children. Introduction of NELLI intervention.	Clear progress in attainment in early readers.	Sarah Dean	Termly phonics gap assessments and analysis. Monitoring of Target tracker. Deep dives into reading.

Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Objective	Evidence source	Actions	Success Criteria	Lead person	Monitoring and Evaluating
Focus on effort as opposed to achievement in PE lessons.	Coaches award star of the day certificate. This is tweeted and put on display board with #stlukesburype	Discussion with sports coaches to outline objectives. Class list to be ticked to ensure all children have been included.	All children involved and included.	Sarah Fisher	Monitoring of class lists. Evidence to be stored in PE file on server.
Focus on targeting SEN and Pupil premium pupils for extra-curricular activities.	Range of children attending extra-curricular sporting activities.	SENCo to send class lists of SEN/PP/Medical needs to PE lead to identify target children. Children to attend School Games Network for activities such as Boccia and Ten Pin Bowling.	Across four years, all age ranges targeted.	Sarah Fisher	Monitoring of uptake in sporting events in the local community through St Luke's Sports teams.

Set positive examples for children regarding healthy lifestyles.	Photos of the assemblies shared on twitter and logged in PE evidence file on school network.	Inviting Role models into school to set positive examples for children.	Children to develop a more positive attitude towards PE sessions and activities at lunch.	Sarah Fisher	PE leader to monitor assemblies when role models invited in. Sports coaches to monitor engagement in the daily mile.
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