



Manston St James C of E Primary Academy Policies & Procedures

Policy Title: Equality Objectives

Approved on	3 rd March 2026
Approved by	Local Governing Board
Last reviewed on	26 th January 2026
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<p>Objectives Intent</p>	<p>Activities / training implications / resources / costs / time Implementation</p>	<p>Success criteria / monitoring / evaluation Impact</p>
<p>1.</p> <p>To actively close gaps in attainment and achievement between students and all groups of students, particularly those with protected characteristics as defined by the Equality Act.</p> <p>Raise achievement of all children through developing partnerships with parents, carers and families</p>	<ul style="list-style-type: none"> • Monitor and track different demographic groups across academic and extra-curricular activities • Regular home visits – provide on-going assessment of needs and appropriate interventions • Parent and child phonics workshops • Additional Parent and child workshops based on need • Parent SATs workshops • Reading workshops and parent reading breakfasts • Termly Family Forum and SEND Coffee Mornings • Preschool ‘stay and play’ sessions • Project visits/visitors • ‘Meet the Teacher’ meetings • Ensure high standard of quality first teaching – Instructional Coaching • Allocate additional support / intervention according to need determined by progress rates • Track progress termly • Identify barriers to learning • Deliver specific interventions where necessary • Enrichment and engagement activities • Focussed staff CPD • Utilise expertise from outside school - Trust and Cluster • Pupil Premium Strategy • SEN action plan 	<ul style="list-style-type: none"> • All groups of pupils will be fully accessing all the school has to offer • All groups of pupils’ progress and achievement will be at least in line with that of their cohort, if not better • Parents will feel well-equipped to be able to support their children • All parents will feel they have a strong voice for contributing towards improving school provision and raising concerns • Strong home-school partnerships – parents will feel able to approach the school • Staff have a repertoire of skills and

		knowledge to be able to support all groups of pupils
<p>2.</p> <p>To promote cultural development and understanding through a rich range of experience, both in and beyond the school so that discrimination and bullying due to gender, gender identity, race, religion and background never occurs in our school</p>	<ul style="list-style-type: none"> • Explore 'Positive Identities' as part of PSHE' work • Assembly themes - weekly • School community events designed to challenge stereotypes (e.g Dad's Day, Mum's morning). • Courageous Advocacy work – Global Neighbours programme and 'Refugee School' programme • Curriculum activities include the opportunity to explore diversity and cultural development 	<ul style="list-style-type: none"> • Pupils will develop a deep understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance • pupils will thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique, including pupils' understanding of the protected characteristics • MSJ is a fully inclusive environment that meets the needs of all pupils.
<p>3. To continue to improve accessibility across the school for students, staff, and visitors with disabilities and other</p>	<ul style="list-style-type: none"> • Termly reviews to assess access. • Regular learning walks and fortnightly 'work snapshots' 	<ul style="list-style-type: none"> • Pupils with disabilities will enjoy the same opportunities as

<p>protected characteristics.</p>	<ul style="list-style-type: none"> • Make physical adjustments to the fabric of the building when budgets allow • Use outside agencies to provide expert advice where required • Curriculum resources include examples of people with disabilities and this is regularly reviewed. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • Update software regularly. • Install new and appropriate programmes for pupils. • Regular maintenance of technology. • Home/school books used to ensure effective communication where appropriate. 	<p>their non-disabled peers</p> <ul style="list-style-type: none"> • All curriculum activities will be representative of the wider school demographic • Pupils with disabilities will achieve in ways comparable to their peers • All areas of the building will be fully accessible by all pupils • School will feel welcoming to disabled visitors • All information is well-communicated via a range of methods – no individuals feel like they are missing out on important information. • MSP's are used by all adults, including supply staff to underpin planning and practice • Parents/carers have an in-depth understanding of daily provision • All pupils achieve and make progress comparative to their peers and are able to do this alongside their peers.
<p>4.</p> <p>To develop staff awareness and understanding of the different protected characteristic groups that are represented by our students</p> <p>Develop a culturally inclusive curriculum which celebrates equality and diversity</p> <p>Continue to explore the similarities</p>	<ul style="list-style-type: none"> • Curriculum Review: Intent, Implementation, Impact • Integrate Modern British Values activities and School Linking Network activities into thematic cycle • Developing a multi-cultural curriculum / environment – • Black History Month activities • Christmas / Easter activities and celebrations • RE curriculum • Celebrations from other world faiths • Visits to places of worship 	<ul style="list-style-type: none"> • MSP's are used by all adults, including supply staff to underpin planning and practice • Parents/carers have an in-depth understanding of daily provision • All pupils achieve and make progress comparative to their peers and are able to do this alongside their peers.

between faiths and practices and then safely exploring differences through the RE curriculum	<ul style="list-style-type: none"> • School based workshops from different faiths • Displays around school celebrate our inclusivity and diversity 	
ADDITIONAL ACTIVITIES		
<ul style="list-style-type: none"> • To maintain the high levels of respect and equality within the school • Further promote understanding and respect for differences 	<ul style="list-style-type: none"> • Complete anti-Bullying Audit with children • Review Behaviour Policy • E-safety events and activities • Weekly timetabled PSHE/Personal Development Days • NSPCC workshops • Parent Zone workshops • Work with LUFC 	Discrimination free school
<ul style="list-style-type: none"> • Ensuring family support is timely and effective 	<ul style="list-style-type: none"> • Weekly attendance Meetings • Weekly HSPT meetings • Regular welfare visits 	
<ul style="list-style-type: none"> • Maintain our whole school approach to inclusion which reflects our ethos and beliefs 	<ul style="list-style-type: none"> • Review Inclusion policies – link to SEN policy • Inclusion Audit • Review Accessibility Plan • SEN CPD • Effective TAs 	