



## **Equality Objectives**

At Milton Road Primary School we believe in the dignity of all people and their right to respect and equality of opportunity. We value the strength that comes with difference and the positive contribution that diversity brings to our school. As a school, employer and as a central part of the local community, we aim to eliminate prejudice and discrimination, and to promote good relations between different groups. We recognise that certain individuals and groups of people can experience significant disadvantage in society, including

- Black and Minority Ethnic communities
- Women (including pregnant women and nursing mothers)
- Disabled people
- Lesbian, gay, bisexual and trans people
- Older people, children and young people
- Religious and belief groups
- marital or civil partnership status

### **As a school we will ensure that:**

- all members of our community receive fair, sensitive and equal treatment.
- we are responsive to the changing and diverse needs of our community
- that the building, grounds, curriculum and information are fully accessible, particularly to those groups or individuals who face disadvantage or discrimination
- we provide a safe, supportive and accessible working and learning environment free from harassment and discrimination where individuals' values, beliefs, identities and cultures are respected
- we expect, and will do our best to ensure, that our pupils, staff, parents, carers, visitors and families are treated with respect and dignity

### **Equality Objectives:**

At Milton Road Primary School, we are committed to ensuring our equality targets reflect the school aim that all children will be supported to achieve their full potential through progress and attainment.

1. We have the highest expectations of all our children. We believe and expect that all pupils can make good progress and achieve to their highest potential, with the belief that all learners are of equal value. As such, our expectation is that all children will achieve equally high levels and will make equally good progress regardless of their gender, any disabilities, ethnicity, culture, nationality, their religious or non-religious affiliation or their sexual orientation. We will also work hard to ensure that we avoid cognitive bias around protected characteristics, for example gender.
2. We work to raise standards for all pupils and believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school. We seek to close any gap in pupil achievement, with a particular focus on English and Maths, so that the levels of achievement for those children who are entitled to the Pupil Premium grant are at least in line with all pupils.
3. We seek to foster a shared sense of cohesion and belonging, through developing positive attitudes and relationships. We want every member of our school community to feel a sense of belonging. This will be encouraged by reflecting on and promoting our school values *Courage, Responsibility, Excellence and Wisdom*, along with our key school mantra, 'We are Crew!'
4. We will support all children and adults within our community to develop positive mind-sets, building emotional resilience, with pride in themselves and their own individuality. We will teach children self-help strategies to support their own mental health both now and for the future.
5. We will increase representation of people with protected characteristics in the school curriculum, through regular reviews of the curriculum, school texts and particular focus on representation of ethnic minorities, people with disabilities, LGBT+ and individuals from a diverse range of families and backgrounds. The No Outsiders programme provides a diverse reading spine for pupil learning in PSHE, in addition to other key texts across the curriculum.
6. Ensure, through training, that all adults in school have the skills, confidence and resources to teach about recognising and effectively addressing prejudice related incidents and bullying within all groups, with a particular focus on LGBT+, black and minority ethnic communities, disadvantaged children and those with special educational needs and disabilities. As a result, positive responses within our pupil happiness and well-being survey and parent questionnaire will continue to improve over time.

Policy completed May 2024

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