



**Greenmount
Primary School**

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**Objectives and the Equality Duty:
2019 - 2022**

At Greenmount Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Greenmount Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Objectives chosen by Greenmount Primary will support our three main aims by:

1. Promoting equality of opportunity for members of identified groups
2. Eliminating unlawful discrimination, harassment and victimisation
3. Fostering good relations between the different groups of students

How we chose our equality objectives:

Our equality objective-setting process has involved gathering evidence as follows: Performance data, data on ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age, and seeking the views of stakeholders

Greenmount Primary School Equality Objectives

1. To raise rates of progress between existing students and those joining the school from other providers within 6 months of joining the school.
2. To improve attendance for those students with a high level of medical need across the academic year by minimising incidental absences.
3. To reduce the number of recorded incidents involving the top 3 most vulnerable students.
4. To continue to minimise the attainment gaps between boys and girls throughout school.
5. To promote positive attitudes to difference.

Equality Action Plan				
Objective 1	How will the impact of the action be monitored?	Who is responsible for monitoring?	What is the timeframe?	Success measures
To raise rates of progress between existing students and those joining the school from other providers with 6 months of joining the school	Baseline Assessments on entry, with Baseline meeting with parents/carers within a half term of entry.	Class teacher	Within 6 months of a new student's start date	The individual student's progress will be in line with expected progress
	PSHE profile to establish social and emotional baseline.	Class teacher		

	Annual Reviews	SLT/parents/carers		
	Care plans	Class teacher/SENCO /Parents/Carers		
Objective 2	How will the impact of the action be monitored?	Who is responsible for monitoring?	What is the timeframe?	Success measures
To improve attendance for those students with high medical needs, across the academic year.	<p>Analysis of attendance data</p> <p>Medical information up to date</p> <p>Face to face meetings with parents</p>	<p>Attendance Officer</p> <p>AO, FSW, Parents/carers</p> <p>AO, FSW, Parents/Carers, class teachers</p>	Sept - July	Attendance figures will reach yearly target and individual students attendance will be improved year on year.
Objective 3	How will the impact of the action be monitored?	Who is responsible for monitoring?	What is the timeframe?	Success measures
To reduce the number of recorded incidents involving the most vulnerable students will decrease	Behaviour logs and analysis	Lead Practitioner for inclusion/Behaviour Support Mentor/Class teacher	Sept – July yearly	There is a drop in the number of incidents involving the most vulnerable children from the start to the

across the academic year	Positive Behaviour plans Inter-agency partnership working minutes Home – School liaison, minutes and CPOMS records.	LPI,Class teacher LPI,SENCO, FSW LPI, SENCO, FSW		end of each academic year.
Objective 4	How will the impact of the action be monitored?	Who is responsible for monitoring?	What is the timeframe?	Success measures
To continue to minimise the attainment gaps between boys and girls throughout school.	Termly Pupil Progress Meetings Assessment tracking	Assessment Leader Raising Boy's achievement leader Class Teachers	Sept-July	The gap between boys and girls attainment and progress will continue to close
Objective 5	How will the impact of the action be monitored?	Who is responsible for monitoring?	What is the timeframe?	Success measures
To promote positive attitudes to difference.	CPOMS analysis of records Annual PASS survey (KS2) Pupil Interviews	Inclusion Lead Practitioners	Sept-July Yearly	Pupils' awareness and understanding of difference improved. Pupils' understanding of Autism and hearing impairment improved.

				<p>A reduction in the number of racist incidents recorded.</p> <p>Greater pupil satisfaction in PASS survey (Especially Eastern European group)</p>
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