

## Intake Primary Academy (Autumn 2020)

### Equality objectives

#### **Overall Target**

To actively encourage positive attitudes towards those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion & belief, sex, sexual orientation) and to meet their needs.

#### **Intended Impact**

Intake Primary Academy is fully inclusive and there is equality of opportunity for all.

<b>Action</b>	<b>Success Criteria</b>	<b>Impact</b>
To continue to actively promote positive attitudes towards others and awareness of equality and diversity	<ul style="list-style-type: none"> <li>• Opportunities are embraced to enrich multi-cultural and multi-faith education</li> <li>• British Values are promoted</li> <li>• Issues of identity, equality, racism, rights and responsibilities are explored with the children</li> </ul>	Children treat others with dignity and respect and understand the effects of discrimination.
To continue to ensure equality of access for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>• All stakeholders have access to the school site (reasonable adjustments are made where necessary)</li> <li>• School documentation is produced in an accessible format (where needed)</li> </ul>	The School is accessible for all.
To promote positive attitudes towards diverse families and home situations.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff include diversity / prejudice awareness in teaching</li> </ul>	Children understand and value the diversity that surrounds them and challenge prejudice and stereotyping
To strive to make enrichment and extended curriculum activities accessible	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils participate in all extended curriculum activities (reasonable adjustments are made where necessary)</li> </ul>	All pupils' needs are met and all take as full a part as possible in the activities of the school.
To continue to work well in partnership with all parents	<ul style="list-style-type: none"> <li>• Positive relationships exist with all parents (including those with protected characteristics, single parents, vulnerable families, working parents and parents who are reluctant to engage)</li> <li>• Parent feedback is sought, considered and acted upon as appropriate (eg meetings, surveys)</li> </ul>	All parents feel supported and included in the life of the school and their children's learning.