

## Greens Norton CE Primary Equality Objectives

**Objective 1:** *Embed a culture of understanding and tolerance of other races, religions and beliefs*

### Why have we chosen this objective:

Our community is predominantly from one ethnic and religious group (White British, Christian or no faith). Children rarely experience living alongside people of different races or religious beliefs. To ensure that they are prepared for life in modern Britain, their understanding and tolerance of the diversity within British culture must be enhanced at all opportunities (planned and incidental).

### To achieve this we plan to:

To achieve this objective, we plan to:

- Deliver effective RE programmes;
- Visit the places of worship of different religions;
- Invite speakers to support understanding through lesson presentation and collective worship;
- Challenge stereotypes through curriculum provision, including inviting speakers to foster engagement between protected groups.
- Raising the profile of worldwide celebrations such as: Black History Month, Chinese New Year, Languages Day, Word Day for Cultural Diversity.

### Progress we are making towards achieving this objective:

- Collective Worship provision links world faiths and diversity with the school's Christian values and developing approach to spirituality.
- A new RE Lead has mapped opportunities across the year to develop pupils' understanding of different religions, beliefs and worldviews.
- RE enrichment has been mapped to include future visits to places of worship representing different world faiths, alongside opportunities for pupils to learn directly from visitors from different faith communities.
- Local faith contacts continue to be developed to strengthen pupils' first-hand experiences and understanding.
- Diversity and representation are increasingly considered across the wider curriculum, providing opportunities to challenge stereotypes and broaden pupils' understanding of modern Britain and the wider world.
- Staff promote respectful attitudes and challenge stereotyping, prejudice and discriminatory language through the curriculum, PSHE/RSHE, RE, Collective Worship and wider school life.

**Objective 2:** Have in place a reasonable adjustment agreement for all stakeholders with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

**Why have we chosen this objective:**

We have recently identified barriers to school engagement for (specifically) children and pupils. This has highlighted our need to evaluate and address the need to identify and make reasonable adjustments to facilitate full engagement by all stakeholders.

**To achieve this we plan to:**

Gain parental feedback on barriers to engagement via a parent survey;

- Identify barriers to engagement for different stakeholders through discussion with staff and pupils;
- Develop an action plan and a stakeholder agreement based on the evidence collected.

**Progress we are making towards achieving this objective:**

- Families are provided with regular opportunities to discuss individual needs, barriers to engagement and reasonable adjustments required to support their child.
- Pupil progress and inclusion meetings are used to identify barriers for individual pupils and agree appropriate provision and adjustments.
- SEND and inclusion provision has been strengthened to support pupils with a range of additional needs and identified vulnerabilities.
- Staff training has increased understanding of specific needs and the reasonable adjustments that may be required to enable pupils to participate fully in school life.
- Approaches to regulation, behaviour and inclusion are increasingly aligned across the school, with adjustments made according to individual pupil need.
- Resources and accessibility tools have been introduced to support vulnerable learners and improve access to learning.
- Staff, pupil and parent feedback continues to inform the identification of barriers and the development of inclusive practice.
- Regulation and learning spaces have been developed to provide appropriate support for pupils who experience sensory, emotional or regulation barriers to learning.

**Objective 3:** Undertake an analysis of children attending all extra-curricular clubs with regard to gender and disability and report to the AGC. Participation from all clubs shows an equal mix of boys and girls and inclusion of SEND and PP children.

**Why have we chosen this objective:**

To ensure extra-curricular clubs are aimed at both boys and girls and that SEND and PP children are able to and want to participate.

**To achieve this we plan to:**

Analyse club registers with regards to gender. Ensure the clubs on offer are interesting to both boys and girls. Ensure an equal mix of boys and girls when selecting children to participate in extracurricular clubs.

**Progress we are making towards achieving this objective:**

- Participation in extracurricular clubs and wider enrichment opportunities is reviewed to identify groups that may be underrepresented.
- The range of clubs and activities offered is considered to ensure opportunities appeal to and are accessible to a broad range of pupils.
- Pupils who may be less likely to participate are actively encouraged and supported to access extracurricular and enrichment opportunities.
- Provision considers participation by gender, SEND, disadvantaged pupils and other identified vulnerable groups to help identify and address barriers to engagement.
- The Pupil Premium offer supports access to wider opportunities, including music tuition, wraparound provision, educational visits and extracurricular activities.
- Financial support and reduced-cost opportunities are used where appropriate to help ensure that financial circumstances do not prevent pupils from participating.
- Pupil voice is used to understand pupils' interests and identify potential barriers to participation.
- Leaders continue to review participation and provision to ensure that extracurricular and enrichment opportunities are inclusive and accessible to all.

**Reviewed by the Principal: Nicola Stutters September 2026**