

Equality Objectives

Peters Hill Primary School

February 2024



Peters Hill Primary School seeks to foster an inclusive environment, where all contributors to the school community are recognised as being of equal value, recognising unique strengths and needs of each pupil, ensuring no-one is left behind or ensuring all students fly high and flourish.

Objective 1 - To develop opportunities for all children to talk about and debate the subject of equality in the world around them using real world experiences.

Objective 2 - To maintain and extend work on understanding and celebrating the diversity of local, national and global citizenship and ensure that this is embedded into the curriculum.

Objective 3 - To ensure that the books in our whole school and class libraries increasingly reflect our diverse school community and beyond .

Objective	Action	Disability	Age	Gender	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment	Marriage/Civil partnership	Who	Evaluation/ Review What are we looking for?
To develop opportunities for all children to talk about and debate the subject of equality in the world around them using real world experiences.	Create a safe and inclusive classroom environment where all children feel comfortable expressing their opinions and engaging in respectful discussions. Incorporate real-world experiences into lessons by using current events, case studies, or even inviting guest speakers to share their diverse perspectives. Facilitate class discussions on various aspects of equality, such as gender, race, disability, and social class, encouraging students to share their thoughts and opinions. Use age-appropriate literature or videos that explore themes of equality and provide stimulus for discussion and debate. Organise regular debates or structured conversations where children can articulate their arguments, listen to others, and develop critical thinking skills. Provide opportunities for collaborative projects or group work where students can explore different viewpoints and learn from one another. Incorporate reflective activities, such as journaling or small group reflections, to encourage students to think deeper about their own beliefs and biases. Celebrate diversity through events or projects that showcase different cultures, traditions, and perspectives within the school community.	/	/	/	/	/	/	/	/	SMSC Lead PSHE Lead SLT	Classroom Discussions: Observations of inclusive classroom discussions where children actively engage in conversations about equality, sharing real-world experiences and viewpoints. Oral Presentations: Assessments or recordings of children delivering presentations on topics related to equality, showcasing their ability to express their thoughts and ideas using real-world examples. Written Work: Reviewing students' written assignments, essays, or reflections that demonstrate their understanding of equality issues and their ability to connect them to real-world events and experiences. Debate Club Participation: Documentation of children's participation in a debate club or similar activities, where they engage in structured debates on equality topics, presenting arguments supported by real-world examples. Group Projects: Assessing group projects or collaborative activities where children demonstrate their understanding of equality by addressing real-world scenarios or issues, proposing solutions and engaging in meaningful discussions. Classroom Displays: Observing classroom displays or bulletin boards that showcase children's work related to equality, featuring their reflections, artwork, or research based on real-world experiences. Student-Led Initiatives: Recognising instances where students take the lead in organizing or participating in equality-focused projects, campaigns, or events, indicating their ability to translate real-world experiences into action. Peer Feedback: Collecting feedback from peers during peer-to-peer discussions or structured feedback sessions, highlighting their engagement and understanding of equality topics and their ability to provide constructive input based on real-world experiences.

To maintain and extend work on understanding and celebrating the diversity of local, national and global citizenship.	Embed cross-curricular activities that explore different cultures, traditions, and identities. This could involve studying diverse literature, celebrating cultural festivals, or inviting speakers from different backgrounds. Create a diverse and inclusive curriculum that reflects the experiences and contributions of individuals from various backgrounds, both historically and in the present day. Foster partnerships and collaborations with local community organisations and cultural institutions to provide authentic learning experiences and promote cultural exchange. Organise regular assemblies or presentations where students can learn about different countries, cultures, and social issues from their peers or external speakers. Implement global citizenship projects, such as fundraising for international charities or engaging in eco-friendly initiatives, to raise awareness and promote social responsibility. Establish links with schools abroad to facilitate cultural exchanges, virtual pen-pal programs, or joint projects that promote intercultural understanding. Offer opportunities for students to use technology to connect with individuals from diverse backgrounds to learn about their experiences and perspectives. Engage in discussions and debates about global topics, such as human rights, environmental sustainability, or social justice, encouraging children to think critically and develop their own informed opinions.	/	/	/	/	/	/	/	/	SLT PSHE Lead SMSC Lead RE Team	Classroom Displays: Displaying students' projects, artwork, and written work that highlight different cultures, languages, and traditions from around the world, showcasing their understanding and appreciation of global diversity. International Days/Events: Organising and participating in school-wide events or celebrations dedicated to different cultures and countries, where students actively engage in learning about and sharing the richness of diverse global citizenship. Cross-Curricular Projects: Demonstrating collaborative projects across multiple subjects that explore and promote understanding of global citizenship, addressing topics such as cultural heritage, sustainable development, human rights, or global issues. Community Engagement: Involving students in community initiatives or partnerships that promote local diversity and cultural understanding, such as hosting cultural fairs, inviting guest speakers, or participating in multicultural exchanges. Language Learning: Documenting students' progress in language learning, showcasing their ability to communicate and interact with diverse cultures, reflecting their understanding of global citizenship. Personal Reflections: Reviewing students' written reflections or journals that demonstrate their growth in understanding different perspectives, cultures, and identities, illustrating their journey towards becoming global citizens. Research Projects: Evaluating research papers or presentations where students explore the history, geography, or customs of different countries, demonstrating their depth of knowledge and appreciation for global diversity. Community Outreach: Documenting students' involvement in community service projects and initiatives that address global issues, such as fundraising for international charities or volunteering efforts aimed at supporting diverse communities locally.
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To ensure that the books in our whole school and class libraries increasingly reflect our diverse school community and beyond.	Conduct an audit of the current library collection to identify any gaps in representation. Look for books that reflect diverse cultures, languages, ethnicities, religions, abilities, and family structures. Seek recommendations and input from students, parents, and staff members to ensure a wide range of perspectives and experiences are represented in the selection of books. Allocate a portion of the school budget specifically for purchasing diverse books and resources. Consider investing in books written by authors from underrepresented backgrounds. Collaborate with local libraries, bookstores, or online platforms that specialise in diverse literature to source a variety of titles. Create displays and bookshelves dedicated to showcasing diverse books. Use visible signage and labels to highlight specific themes or representation in the books. Encourage regular book talks or reading groups that focus on diverse literature, inviting students and staff to share their thoughts and recommendations. Organise author visits, either in person or virtually, to expose students to diverse voices and promote a love for reading diverse stories. Provide training and support for teachers to effectively use diverse books in their classroom, including strategies for incorporating them into lessons to promote inclusivity and cultural understanding.	/	/	/	/	/	/	/	/	SLT Reading Team PSHE Lead SMSC Lead	Diverse Book Collection: Conducting a comprehensive inventory or catalogue of the books in our library, showcasing the increasing representation of diverse characters, cultures, backgrounds, and perspectives in the collection. Book Displays: Setting up visually appealing and thematic book displays that prominently feature diverse books, showcasing the range of cultures, identities, and experiences present in your school community. Reader Recommendations: Encouraging students, teachers, and staff to recommend and share their favourite diverse books, creating a culture of appreciation and enthusiasm for reading diverse literature. Author Visits/Book Talks: Organising visits or virtual sessions with authors from diverse backgrounds to engage students in conversations about their books and experiences, promoting cultural understanding and connection. Reading Logs or Book Reviews: Collecting reading logs or book reviews from students, highlighting the diversity of books they have read and their reflections on how these books have enriched their understanding of different cultures and perspectives. Parent and Community Involvement: Involving parents and members of the community in book selection, discussing their recommendations and perspectives to ensure the inclusion of diverse books that reflect the broader community. Collaboration with Local Libraries: Collaborating with local libraries to access a wider range of diverse books and promote inter-library loan systems that allow greater access to diverse literature for students and staff. Celebrating Multicultural Literature: Organising events or read-aloud sessions celebrating multicultural literature, inviting students or staff to share books that reflect their own cultures and backgrounds.
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Each objective will be reviewed on a termly basis by the senior leadership team.

The link governor will be part of this monitoring process along with the staff representative and the Head teacher.

Targets will be formally reviewed at the end of each academic year and reported back to the full governing body.

Next review – End of Summer Term 2025