



EQUALITY OBJECTIVES 2020 - 2024

1.0 Overview

The Single Equality Act, which came into place on October 1st, 2010, brought together the duties set out in our Race, Disability and Gender policies into one single Public Sector Equality Duty. The Single Equality Act combines the existing three duties into one new Public Sector Equality Duty that covers all nine of the protected characteristics:

- Age
- Disability
- Gender
- Gender-identity
- Race
- Pregnancy
- Maternity
- Religion or belief
- Sexual orientation

At Newport Primary School we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally. The new General Duty replaces the three existing public sector equality duties for disability, race and gender. It covers all protected characteristics and has three main aims requiring public bodies to have due regard to the need for:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the Equality Act 2010.
2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a protected characteristic and persons who do not share it.

Newport Primary School is committed to:

- Ensuring all pupils are given opportunities to meet their full potential in a safe, nurturing environment
- Closing the gap in attainment for all children
- Engagement with local communities
- Policies and practices that promote equality and address inequalities

The Leadership Team and Governors at Newport Primary School will annually review how well we achieve these aims with regard to the protected groups under the Equality Act.

2.0 Objectives

Objective	Link(s) to UN Convention on the Rights of the Child	Action
Ensure that good or better progress is made by 'disadvantaged pupils' in reading, writing and maths.	Article 2 Article 12 Article 17 Article 28	<ul style="list-style-type: none"> • Ensure rigorous monitoring and use of data to analyse progress of pupil premium pupils • Use targeted intervention and pre/post teaching strategies for identified pupils • Undertake planning scrutinies to ensure pupil premium pupils are receiving quality-first teaching
Ensure that boys make accelerated progress and narrow the gender gap in identified subject areas.	Article 2 Article 12 Article 17 Article 28 Article 29	<ul style="list-style-type: none"> • Ensure rigorous monitoring and use of data • Further raise boys aspirations using engagement programmes • Ensure appropriate and effective classroom interventions are in place • Develop 'boy-friendly' environments (i.e. resources, activities, role models, competition, challenge etc.)
Identify specific strategies to support those pupils who find learning difficult.	Article 2 Article 12 Article 24 Article 28	<ul style="list-style-type: none"> • Develop pupils attitude and resilience to learning • Continue to improve rates of attendance for all groups of pupils through careful analysis of attendance patterns and robust follow up activities. • Embed language and philosophy of growth mindset
Improve pupils' SMSC development (including promoting British Values)	Article 2 Article 12 Article 28 Article 29	<ul style="list-style-type: none"> • Promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development. • Ensure that pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in the wider community. • Ensure that our school prepares pupils positively for life in Modern Britain and promotes fundamental British Values