



DISLEY PRIMARY SCHOOL

PROUD TO BELONG

Equality Objectives: 2024-2028

- **Objective 1** – To continue to close attainment gaps for children in receipt of pupil premium and those with SEND.
- **Objective 2** – To continue to educate the school community in relation to their understanding of prejudice and inequality in all its forms.
- **Objective 3** – To continue to build equal sporting and extra-curricular opportunities for all pupils regardless of race, gender and disability
- **Objective 4** – To consider the social model of disability to make the school environment more inclusive for all
- **Objective 5** – To further enhance the school community's understanding of privilege, what privileges they have and how they can use these to support those who do not have the same privilege

At Disley Primary School, we are committed to our 'Proud to Belong' school motto. We aim to develop a culture of inclusion and diversity - celebrating the ways in which we are each different while highlighting the many ways in which we are all the same.

The Equality Act 2010 sets out the duty of public bodies, including schools to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

As part of this, the school selects some objectives to achieve over a four-year period to show our commitment to the [Equality Act 2010](#) and these objectives, which you may read about below, focus on areas where we wish to take action to improve equality and tackle discrimination. This should be read alongside our Equality Information and Objectives Policy as well as our other related policies:

- Accessibility plan
- Charging and Remissions
- Health and Safety Policy
- Special Educational Needs and Disability (SEND) Policy
- Supporting Pupils with Medical Needs Policy
- Anti-bullying policy

On a yearly basis, we will review the objectives, possibly adding further objectives if needed, all as part of our aim to ensure success for each and every child in our school.



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Objective	Why have we chosen this objective:	To achieve this we plan to:	Intended outcome:
To continue to close attainment gaps for children in receipt of pupil premium and those with SEND	Our internal data, which is discussed termly at Pupil Progress Meetings, indicates an inequality of attainment/progress across KS1 and KS2 for certain groups in relation to their starting points.	The progress of all groups will be continuously tracked. Appropriate support is targeted where necessary to ensure that all groups make at least good progress. Targeted interventions will be tracked to ensure pupils make progress to align with their peers	Data analysis will show equality of attainment/progress for all groups in relation to their starting points.
Objective	Why have we chosen this objective:	To achieve this we plan to:	Intended outcome:
To continue to educate the school community in relation to their understanding of prejudice and inequality in all its forms.	Educating the school community about prejudice and inequality is essential for creating a respectful, inclusive, and equitable environment. This objective aims to foster awareness and understanding of various forms of discrimination, including those based on race, gender, disability, socioeconomic status, and more.	<p>Implementing the objective of educating the school community about prejudice and inequality can be achieved through a comprehensive and integrated approach involving assemblies, PSHE lessons, and curriculum opportunities. Here's how each component can contribute:</p> <p>Assembly Rota: Carefully Considered Themes Diverse Topics: Schedule assemblies that cover a wide range of themes related to prejudice and inequality, such as race, gender, disability, and socio-economic status. Guest Speakers: Invite speakers from diverse backgrounds and experiences to share their stories and insights. Regularity and Consistency: Ensure these themes are revisited regularly to reinforce learning and awareness.</p> <p>PSHE Lessons and School Values: Integration with School Values:</p>	To create a school community that is well-informed about prejudice and inequality, fostering an environment of respect, empathy, and inclusion. Children will develop a deeper understanding and appreciation of diversity, leading to reduced instances of discrimination and bullying. They will be equipped with the skills to challenge prejudiced behaviours and support their



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		<p>Respect: Teach children about respecting differences through discussions and activities that highlight the importance of valuing everyone.</p> <p>Reflectiveness: Encourage students to reflect on their own beliefs and behaviours, promoting self-awareness and growth.</p> <p>Reciprocity: Foster an understanding of mutual respect and support, emphasising the importance of standing up against prejudice.</p> <p>Responsibility: Empower children to take responsibility for their actions using restorative practices and to contribute to a positive school environment.</p> <p>Resilience: Build resilience by teaching coping strategies for dealing with discrimination and adversity, and encouraging perseverance in promoting equality.</p> <p>Implementation in PSHE Lessons:</p> <p>Structured Curriculum: Use the structured PSHE curriculum, Jigsaw PSHE, which offers comprehensive lesson plans addressing a variety of topics related to prejudice and inequality.</p> <p>Interactive Learning: Incorporate discussions using Voice 21, role-plays, and group activities that allow students to explore and challenge their preconceptions.</p> <p>Real-life Scenarios: Use case studies and real-life examples to make the lessons relevant and relatable.</p> <p>Reflective Activities: Include reflection exercises where students can contemplate what they've learned and how it applies to their lives.</p> <p>Jigsaw PSHE: Addressing Specific Topics:</p> <p>Focused Sessions: Use Jigsaw PSHE modules that specifically address issues like discrimination, bullying, and cultural diversity.</p>	<p>peers, contributing to a positive and cohesive school culture where every individual feels valued and respected. This holistic approach aims to cultivate responsible, reflective, and resilient individuals prepared to thrive in a diverse society.</p>
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		<p>Holistic Approach: Ensure that these lessons are part of a broader, consistent effort to build understanding and empathy across the school.</p> <p>Skill Development: Equip children with the skills to recognise and challenge prejudice, fostering an inclusive mind-set.</p> <p>Opportunities within the Taught Curriculum: Cross-Curricular Integration:</p> <p>Literature and History: Use stories and historical events to discuss themes of equality, justice, and the impacts of prejudice.</p>	
Objective	Why have we chosen this objective:	To achieve this we plan to:	Intended outcome:
To continue to build equal sporting and extra-curricular opportunities for all pupils regardless of race, gender and disability	Providing equal opportunities in sports and extra-curricular activities ensures that all students, irrespective of their race, gender, or disability, can participate and benefit. This fosters an inclusive environment where diversity is celebrated, and every student feels valued and included.	<p>Achieving equal sporting and extra-curricular opportunities for all children regardless of race, gender, and disability requires a multi-faceted and inclusive approach. Here are key strategies:</p> <p>Assess and Adapt Activities:</p> <p>Accessibility: Ensure all sports facilities and equipment are accessible to children with disabilities. This might include adaptive equipment or modifications to existing equipment.</p> <p>Diverse Offerings: Provide a wide range of sports and activities to cater to varied interests and abilities, ensuring there are options that appeal to all genders and cultural backgrounds.</p> <p>Equal Participation: Establish equal participation opportunities, such as ensuring balanced representation of all genders in teams and encouraging participation from underrepresented groups.</p> <p>Community and Parental Engagement</p>	To ensure all children, regardless of race, gender, or disability, have equal access to and participation in sporting and extra-curricular activities. This inclusivity will promote a sense of belonging, improve physical and mental health, and develop essential life skills. It will foster a culture of respect and understanding, challenge stereotypes, and enhance academic performance,



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		<p>Continue to Build Partnerships: Community Organisations: Partner with local organisations that specialise in inclusive sports and activities to bring expertise and resources to the school. Parental Involvement: Engage parents from diverse backgrounds in the planning and implementation of programs, ensuring that their perspectives and needs are considered.</p> <p>By implementing these strategies, schools can create a supportive and inclusive environment that ensures equal sporting and extra-curricular opportunities for all children, promoting fairness and enriching the educational experience for everyone.</p>	<p>preparing children for diverse future environments. The school community will embody fairness, equity, and a celebration of diversity.</p>
Objective	Why have we chosen this objective:	To achieve this we plan to:	Intended outcome:
<p>To consider the social model of disability to make the school environment more inclusive for all</p>	<p>Considering the social model of disability focuses on removing barriers in the school environment, making it more inclusive for all children. By addressing physical, attitudinal, and systemic obstacles, the school can ensure that all children, regardless of ability, have equal access to education and activities. This approach fosters a culture of respect and equality, empowering children with disabilities to</p>	<p>Achieving an inclusive school environment through the social model of disability can be implemented by:</p> <p>Inclusive Program Design Assess and Adapt Physical Environment: Accessibility Audits: Conduct regular accessibility audits to identify and remove physical barriers in the school. Adaptive Equipment: Provide adaptive sports equipment and materials to ensure all children can participate in physical activities. Inclusive Policies and Practices Inclusive Participation: Ensure policies mandate equal participation opportunities in all school activities, adapting them as necessary to accommodate all children.</p> <p>Staff Training and Awareness</p>	<p>To create a school environment that removes barriers for children with disabilities, ensuring full access and participation in all aspects of school life. This inclusivity fosters respect, equality, and empowerment, enabling all children to thrive academically, socially, and physically. By adopting the social model of</p>



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	<p>participate fully and thrive. It aligns with legal obligations and ethical standards, promoting a supportive and inclusive community where every student is valued and can achieve their potential.</p>	<p>Professional Development Disability Awareness Training: Continue to train staff to understand the needs of children with disabilities and to implement inclusive teaching and coaching practices. Inclusive Practices: Regularly update training to include the latest best practices for inclusivity in sports, extra-curricular activities, and the classroom.</p> <p>Community and Parental Engagement Engage with Community: Partnerships: Collaborate with local disability organisations to bring expertise and resources to the school. Parent Involvement: Continue to actively involve parents of children with disabilities in planning and decision-making processes to ensure their needs are met. Networking: Continue to provide caregiver coffee mornings for parents and carers of children with disabilities to create a safe space to network and learn from one another</p> <p>Recognition and Rewards: Acknowledge Efforts: Recognise and reward efforts and achievements in promoting inclusivity within the school community linking to the proud point system.</p> <p>Curriculum Integration Inclusive Education: Adapted Lessons: Modify curriculum and teaching methods to accommodate different learning needs and styles. Diverse Examples: Include examples and role models with disabilities in lessons to foster a more inclusive mind-set.</p> <p>Cross-Curricular Links</p>	<p>disability, the school will cultivate a supportive community where every child feels valued and can achieve their potential, aligning with ethical standards and legal requirements.</p>
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<p>To further enhance the school community's understanding of privilege, what privileges they have and how they can use these to support those who do not have the same privilege</p>	<p>Enhancing the school community's understanding of privilege promotes empathy and social responsibility. Acknowledging one's privileges fosters awareness of systemic inequalities. Teaching how to leverage privileges encourages solidarity and allyship, fostering a more inclusive and supportive environment for those facing barriers.</p>	<p>Achieving a deeper understanding of privilege and promoting allyship within the school community can be accomplished by integrating the following strategies with the previously outlined approaches:</p> <p>Curriculum Integration Inclusive Education: Incorporate lessons and discussions on privilege, equity, and allyship across various subjects to foster critical thinking and empathy. Intersectionality: Teach about the intersecting nature of privilege and oppression through the curriculum, highlighting how multiple identities can influence one's experiences.</p> <p>Staff Training and Awareness Professional Development Privilege Awareness: Provide training for staff to recognise their own privileges and biases, fostering a culture of self-reflection and accountability. Allyship Training: Offer workshops on how staff can use their privilege to advocate for marginalised children and create more inclusive environments.</p> <p>Community Engagement Parent and Community Workshops:</p>	<p>The intended outcome is to cultivate a school community where individuals recognise their privileges, understand the impacts of systemic inequalities, and actively engage in allyship to support marginalised peers. Through education, reflection, and collective action, children, staff, and parents will foster empathy, dismantle barriers, and create a more equitable and inclusive environment where all members feel valued, respected, and empowered to thrive.</p>



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		<p>Educational Sessions: Organise workshops for parents and community members to learn about privilege, allyship, and ways to support marginalised students.</p> <p>Dialogue Circles: Explore the option to facilitate open discussions where members of the school community can share their perspectives and experiences related to privilege and equity.</p> <p>Pupil Empowerment Pupil-led Initiatives: Awareness Campaigns: Encourage pupil-led initiatives that raise awareness about privilege and promote allyship among peers.</p> <p>Peer Education: Empower children to educate their peers about privilege and provide tools for advocating for equality and justice.</p> <p>Reflection and Action Regular Reflection: Discussion: Encourage children and staff to reflect on their own privileges and experiences as part of Voice 21, fostering empathy and understanding.</p> <p>Celebrating Diversity Diverse Representation: Inclusive Events: Organise events, when and where appropriate, that celebrate the diverse identities and experiences within the school community, fostering a sense of belonging and appreciation for differences.</p> <p>Guest Speakers: Invite speakers from diverse backgrounds to share their perspectives on privilege, allyship, and social justice.</p> <p>Assemblies</p>	
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		<p>Theme-based Presentations: Dedicated Topics: Host assemblies centred on themes of privilege, equity, and allyship, providing opportunities for collective learning and reflection.</p> <p>Promotion of Inclusive Values: Highlighting Diversity: Showcase diverse achievements and contributions within the school community to celebrate differences and promote inclusivity. Encouraging Action: Inspire students to reflect on their own privileges and consider how they can use them to support marginalised peers through tangible actions.</p>	
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