

The Public Sector Equality Duty (PSED) The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) which applies to all schools. One requirement of the PSED is that schools must prepare and publish equality objectives. They must publish objectives at least once every four years.

Equality Objectives for: Cutnall Green First School

The school will:

- Strive to achieve equality of opportunity for all, adults and pupils, regardless of age, gender, ethnicity or ability.
- Educate all about discrimination and prejudice and promote a harmonious environment.
- Strive for all pupils regardless of ethnicity, age, gender or specific needs to achieve the highest possible standards in their learning and make good progress.
- Identify barriers to learning and participation and provide appropriate opportunities to meet diverse needs. Progress towards targets
- We offer opportunities for children to achieve their potential and pursue their interests through a varied and adapted curriculum. Extra-curricular activities also provide an important resource which positively impacts upon outcomes for children. Pupil voice has allowed children to be influential in decision making and change some elements of practice in school e.g. learning walks to improve environment, circle groups etc. Adults have opportunities through performance management and review to access training and development to support their interests and career progression. (Staff are moved when appropriate to build their expertise and skills base).
- We use our collective worship and PHSE curriculum to highlight issues around discrimination and prejudice. Our strong Christian ethos and understanding shapes our practice and our relationships with all stakeholders. We celebrate and promote all adults and children and their achievements. We encourage all people to act as positive role models to others. Evidence of this can be seen through charity activities.
- Data and pupil progress meetings indicates that regular assessments match the learning to the needs of pupils of all ages and abilities. The pupils in any identified vulnerable groups, Pupil Premium/EAL/SEN/More and most able, make good progress relative to their starting points and in relation to their peers. We celebrate the achievements of and challenge all our pupils.
- We work extremely well with external agencies and support services to ensure that any issues outside of school can be addressed to minimise the impact upon children's learning. We take a holistic approach in terms of tackling barriers to learning. We encourage active participation in learning at home (support individual parents/carers and families and run parent and learning courses). We regularly evaluate the physical environment of the school and make adjustments to meet the needs of stakeholders. (Bathroom areas, learning spaces, outdoor learning areas.)

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