

Chase Lane Primary School Equality Objectives

2025-2028

At Chase Lane Primary School, we are committed to ensuring equality and providing a safe, respectful and inclusive environment for all members of our school community. Our equality objectives are aligned with six protected characteristics, supported by a wide range of ongoing initiatives, school values and daily practice.

Equality Focus Protected Characteristics	Activity	Led by	Success criteria/Impact
Race	• Ensure representation of diverse cultures and backgrounds across the curriculum through books, displays and learning experiences. • Celebrate cultural events and awareness weeks to promote understanding and appreciation of different backgrounds. • Use pupil voice and feedback to identify gaps in representation.	Headteacher - Mrs O'Mara DEI Working Party	• Pupils see themselves and others reflected in the curriculum ('Windows and Mirrors' approach). • Increased cultural awareness, respect and inclusion evidenced through pupil feedback and behaviour. • Reduction in race-related incidents and a consistent celebration of diversity.
Disability	• Implement targeted support and inclusive strategies for SEND pupils through Ordinarily Available Provision. • Celebrate and educate pupils about visible and invisible disabilities. • Provide access to ELSA and wellbeing support including 'Proud Folders' to build self-esteem.	SENCO – Mrs Kneeshaw Headteacher – Mrs O'Mara	• Improved progress and wellbeing outcomes for SEND pupils. • Positive attitudes towards disability among pupils. • Strong engagement with parents and external agencies to meet diverse needs.
Sex, Gender and Sexual Identity	• Promote gender equity in curriculum content, staffing, opportunities and leadership roles. • Address stereotypes and celebrate diversity through PSHE (Jigsaw), assemblies and DEI initiatives. • Ensure resources reflect a range of family and identity structures.	Headteacher - Mrs O'Mara DEI Working Party	• Children express acceptance and confidence in identity. • Reduction in gender-based assumptions or behaviour. • Inclusive language and understanding are evident in classrooms.

Economically Disadvantaged	• Provide access to clubs, trips and learning resources regardless of financial status. • Use proud folders, key adult relationships, and My Happy Mind to build self-worth. • Provide targeted interventions and family support to remove barriers to learning.	SENCO – Mrs Kneeshaw Headteacher – Mrs O'Mara	• Improved attendance, attainment and participation in enrichment activities. • Families report feeling supported and valued. • Children feel confident, included and ready to learn.
Religion and Beliefs	• Celebrate major world faiths and explore religious beliefs respectfully in RE and wider curriculum. • Invite visitors and arrange trips to places of worship. • Create space for pupils to express and explore their own beliefs.	Headteacher - Mrs O'Mara	• Pupils demonstrate knowledge and respect for diverse faiths. • Positive attitudes towards different beliefs reflected in behaviour and discussion. • Faith-based bullying or incidents are minimal and dealt with effectively.
Accessibility	• Regularly review physical and learning environments for accessibility. • Differentiate the curriculum and communication to meet individual needs. • Provide additional resources (visual aids, ICT, adult support) to support access.	SENCO – Mrs Kneeshaw Headteacher – Mrs O'Mara	• Pupils with physical, sensory or communication needs can access all areas of school life. • Increased participation in school life and improved outcomes. • Families feel heard, included and well-supported.

These objectives are underpinned by:

- Our Learning Behaviours: “Be the Best You Can Be”
- Social Behaviours: Speak kindly and respectfully, Use kind hands and feet, Walk calmly and Use your manners.
- Our diverse and inclusive curriculum with the ‘Windows and Mirrors’ approach.
- The work of our DEI Working Party, My Happy Minds, Online Safety teaching, safeguarding procedures, and the use of ELSAs.
- Our commitment to developing powerful pupil voice and leadership skills, promoted through roles in the School Council, Digital Leaders and the Multi-Schools Council.