

Meopham School Equality Objectives

To be reviewed: June 2022

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation to provide a single source of discrimination law.

Objective	Actions to be Taken	Lead Member of Staff	Outcomes
<p>Promote understanding and respect for differences.</p>	<p>System for reporting prejudice related incidents reviewed to ensure a rigorous approach</p> <p>Use assemblies and curriculum opportunities to challenge stereotypes</p> <p>Analyse the curriculum to ensure that diversity is at the centre of choices. e.g as authors, artists, and genres of music</p>	<p>GWI</p> <p>HCU</p> <p>LAB</p>	<p>Pupil voice shows that students understand how to report incidents of prejudice. Incidents are logged and recorded inline with safeguarding protocols.</p> <p>The school ethos fosters respect of the diversity and multinationalism of the school and global community.</p> <p>A curriculum embedded with wide opportunities which represents the richness of global cultures.</p>

<p>Further raise achievement of DA students so that they are achieving at least as well as all students nationally</p>	<p>Maintain an up-to-date DA strategy register.</p> <p>Staff briefings used to raise the profile of 'mark first' and ensure students are challenged to achieve target grades.</p> <p>DA targeted interventions are in place in core subjects. DA staff champions nominated in departments.</p> <p>Evidence through RAP meetings of challenge and accountability for departments raised by LLs and RSL.</p> <p>Departmental DA Champions feedback on intervention and whole school strategies, informing LLs of their progress.</p>	<p>VWR (LLs / RSL)</p>	<p>DA v Non DA gap is reduced by 5% from 2019 results, and is smaller than national gap.</p> <p>P8 score for DA is at least 0</p>
<p>Raise the profile and understanding of the strategies to both support and challenge the individual needs of SEND students,so that they are achieving at least as well as SEND students nationally in all subjects.</p>	<p>Maintain an up-to-date SEND intervention and tracking log.</p> <p>Gather evidence that SEND students are receiving appropriately differentiated work in lessons. Data shows that SEND students are on track to make the same progress as all students.</p> <p>Strategic plan is reviewed and evaluated.</p> <p>SEND students have made progress in line with all students.</p> <p>SEND resources and strategies shared with staff to support progress for SEND students.</p>	<p>VWR / JBR</p>	<p>All SEND students are on track to achieve their MEG / End Points for Excellence (whichever is greater).</p>