



Tornedale Infant School Equality objectives

Overall Target

To actively encourage positive attitudes towards those with protected characteristics (age, disability, gender or gender identity, marital or civil partnership status, pregnancy & maternity, race- colour, ethnicity- or national origin, religion & belief, sex or sexuality) and to meet their needs. We promote a culture of inclusion and diversity in which all members of the academy community feel proud of their identity and are able to participate fully in academy life.

Intended Impact

Tornedale Infant School is fully inclusive and there is equality of opportunity for all.

Action	Success Criteria	Impact
To continue to actively promote positive attitudes towards others and awareness of equality and diversity	<ul style="list-style-type: none"> Opportunities are embraced to enrich multi-cultural and multi-faith education British Values are promoted Issues of identity, equality, racism, rights and responsibilities are explored with the children 	Children treat others with dignity and respect and understand the effects of discrimination.
To continue to ensure equality of access for pupils, parents and visitors.	<ul style="list-style-type: none"> All stakeholders have access to the school site (reasonable adjustments are made where necessary) School documentation is produced in an accessible format (where needed) 	Tornedale Infant school is accessible for all.
To promote positive attitudes towards diverse families and home situations.	<ul style="list-style-type: none"> Staff to have awareness of all our families' situations Staff to access diversity training and disseminate to others Ensure diversity is taught throughout the curriculum as well as through assemblies and our Jigsaw programme. 	Children understand and value the diversity that surrounds them and challenge prejudice and stereotyping
To continue to make all enrichment activities accessible (e.g. extracurricular activities and sporting events).	<ul style="list-style-type: none"> all pupils participate in all activities across the curriculum (reasonable adjustments are made where necessary) SEND pupils are offered the opportunity to represent the school Reasonable adjustments made so that SEND pupils attend all visits. 	All pupils' needs are met and all take as full a part as possible in the activities of the school.
To continue to work well in partnership with all parents	<ul style="list-style-type: none"> Positive relationships exist with all parents (including those with protected characteristics, single parents, vulnerable families, working parents and parents who are reluctant to engage) Parent feedback is sought, considered and acted upon as appropriate (e.g. meetings, surveys) 	All parents feel supported and included in the life of the school and their children's learning.
To regularly review relationship teaching in light of the Equality Act	<ul style="list-style-type: none"> Content of what is to be taught in RHSE lessons is regularly reviewed to ensure compliance with the Equality Act 2010 	The RHSE policy is consistent with our Equality Policy.
To be accountable for how well we are complying with the Equality Act 2010.	<ul style="list-style-type: none"> The equality objectives are reviewed in the termly HT's report to the governors. 	To be accountable for how well we are complying with the Equality Act 2010.