



Equalities Data and Objectives – Annual Review Autumn 2023

Equality objectives for 2022 - 2025

1. To remove any barriers to progress and enable strong outcomes at the end of each of Reception, Year 2 and Year 6 for the disadvantaged children so that gaps between the school's outcomes for the disadvantaged and national outcomes are reduced as measured through attainment measures (including scaled scores at Key Stage 2) as well as progress measures at the end of Key Stage 2.
2. To tackle racism with a clear and communicated stance; in every aspect of the school and including the identification of, and follow up to, any racist incidents.
3. To embrace meaningful opportunities for educating about diversity across the curriculum. To support this there are a wide variety of resources which include books in the library and displays in the classes/corridors that ensure representation for our rich community.

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Ongoing training and high quality CPD for staff ensures that delivery of curriculum enables pupils to make at least good progress.

Progress data at end of Key Stage 2 is strong and above National.

Provision mapping enables monitoring and tracking of interventions that are put in place to support children who need a little additional input to overcome their barriers.

A range of wellbeing measures including ELSA and therapeutic support are in place to support pupils' emotional and mental health, therefore enabling them to better access the curriculum.

A team of safeguarding staff are in place in school to ensure that children's safety is paramount and that they are therefore ready to learn.

An SLA is in place with the local authority to support improving attendance for all pupils – therefore enabling access to learning and overcoming barriers.

Every child is discussed individually in pupil progress meetings that take place throughout the year, therefore identifying gaps and challenges and putting remedy and support in place to overcome barriers.

To tackle racism with a clear and communicated stance; in every aspect of the school and including the identification of, and follow up to, any racist incidents.

For our curriculum, we have 3 overarching themes, which we feel support us in tailoring our curriculum to the very particular needs of our community. They are:

- To have high aspirations;
- To celebrate differences in the world around us;
- To develop the skills and personal qualities to respond to and manage change positively.

This work therefore tackles this objective 'head on'.

At the start of each school year, pupils undertake an equalities project as part of their PSHE curriculum. This explores protected characteristics.

Black History Month is celebrated annually and built into the curriculum planning.

A group of staff are undertaking an anti-racism curriculum project.

Behaviour logs are monitored and when dealing with behaviour incidents to make sure that no racist incident goes unnoticed and undealt with. When managing behaviour incidents, the school values are referred to directly and discussions are rooted in good relationships of trust. Any racist incidents are reported to the LA and to governors.

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Resources have been purchased to support this objective and the PTA have also supported with this.

The curriculum has been refined over the last year so that children can better access each element of their learning journey and therefore build up a better understanding of how the world works and form a more informed and positive view of diversity.

Children engage in projects – such as the homeless project. They are active members of the pupil parliament on the IoD. The school has links with a school in Kent where the children have very different life experiences.

The extent to which we are using our strategies to support the progress of our Equality Objectives

Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

- *Monitoring of T&L in school follows an annual cycle and these formats incorporate the curriculum drivers of Raising Aspirations, Celebrating Difference, Managing Change.*

Parents and governors will be involved and consulted about the provision being offered by the school.

- *Parent surveys are carried out using the TEAMS forms annually.*

Teachers will ensure that the teaching and learning takes account of this policy.

- *Subject leaders have built diversity and equality into the bespoke curriculum offer.*
- *Staff receive training on equalities to support them embed the policy into their T&L.*

The diversity within our school and the wider community will be viewed positively by all.

- *Multicultural events in school are scheduled in and so far have been a success.*
- *Families choose to send their children to this school knowing how diverse it is.*

Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

- *The language and culture club has been well received by families.*
- *Diversity is built into the curriculum, which has been designed to encourage children to talk about their experiences, views and considered opinions.*
- *Resources have been purchased to support this.*

Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

- *Staff have undertaken training around additional needs, protected characteristics and racism as well as several staff engaging in an anti racism curriculum project.*

Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

- *Multicultural events, training, workshops and meetings, clubs*

The positive achievements of all pupils will be celebrated and recognised.

- *Praise and reward built in to the behaviour curriculum*

Next steps

Pupil voice – ensure that views are acted on

Parent voice – develop a ‘you said, we did..’ element to the newsletter following consultations

Equality of access to / attendance at clubs – to ensure that the right opportunities are being offered for all

Equality of achievements (non academic)

Attendance data monitoring and groups increased

SEND data incorporated