



Equality Objectives 2020-2023

2023 Review

Objective 1

To develop the whole school curriculum to include further opportunities for learning about, and raising awareness of, the protected characteristics.

How will we do this?

- Whole school curriculum review by year groups and subject leaders, ensuring content is relevant to our children.
- Refresher training for all staff around the themes of equality and diversity.
- Consultation with stakeholders in regard to the development of an updated Relationships Education and PSHE policy and scheme of work in line with DfE guidance.
- Additional staff and, if needed, parental review of Changes element of Relationships Education and PSHE policy to ensure content is relevant to the emerging needs of children in school.
- Consider ways in which the protected characteristics can be linked with the current curriculum in school.

Review – Objective 1

- INSET training on Equality and Diversity training for all staff.
- Diversity in Literature Book Weeks in Summer Terms 2022 and 2023.
- Assemblies delivered regarding protected characteristics, linking to bullying and discrimination.
- Curriculum reviews have been carried out by all year groups and subject leaders.
- Autumn and Spring Term curriculums have been implemented, but, due to COVID and Lockdown 1, our summer term curriculum has yet to be implemented.
- Specific examples of promotion of other cultures within the wider curriculum include:
 - World Music – Year 6 unit based on music from India and Brazil
 - Monthly Black History assemblies led by headteacher
 - Updated RE syllabus to reflect religious beliefs of the school community
- Consultation with staff, governors and local schools has taken place, along with parents and carers regarding our proposed Changes element of our Relationships Education and PSHE policy and scheme of work.
- Assembly to promote disabilities delivered by SENCO.
- Display outside SENCO office to highlight disabilities of successful people.

Objective 2

To increase the number of disadvantaged pupils who achieve at the expected standard of better in Reading, Writing and Maths combined at the end of Key Stage 2.

How will we do this?

- Targeted intervention, regularly reviewed for impact, for Year 6 disadvantaged pupils.
- After-school provision targeted at disadvantaged pupils to ensure they have the opportunity to access Mathematics and Reading Eggs if they are not always able to from home.
- Identification of pupils in Years 3, 4 and 5 who require early intervention to support their progress during their time at the school.
- Progress and attainment of these pupils to be discussed at termly Pupil Progress Meetings with head and deputy headteacher.

Review – Objective 2

- Disadvantaged children targeted during Lockdown 3 to ensure they had access to remote learning provision.
- Regular checks on disadvantaged pupils during Lockdown 3 to support with remote learning by class teacher and Learning Mentor.
- An improvement in outcomes was seen for disadvantaged pupils between 2021 and 2022.
- Regular Pupil Progress Meetings were held each term.
- Timely interventions were planned for disadvantaged pupils. Teaching Assistant intervention to support children to catch up on missed learning.
- Additional training for staff on intervention for Better Reading and Teaching for Memory.
- Additional Year 6 teacher to support children with 'lost learning' prior to move to secondary school in 2021-22.

Objective 3

To reduce the exclusion rate of pupils with SEND.

How will we do this?

- Whole school training on sensory processing needs and how to support children with these needs in the classroom.
- Engagement with behaviour support from Newton's Walk.
- Explore alternative approaches to develop positive behaviours for individual children, identified by the school.
- Individual plans are in place for children at risk of exclusion.
- Engagement with parents and carers.
- Review of Exclusion, Accessibility, SEND, Anti-Bullying and Behaviour policies.

Review – Objective 3

- Whole staff training on sensory processing needs has taken place, delivered by school-funded Educational Psychologist.
- Pupils in 2021 accessed behaviour support from Newton's Walk.
- De-escalation strategies refresher training during April 2021 INSET.
- Individual plans for children at risk of exclusion put in place.
- Policies reviewed as part of annual cycle.
- Behaviour and Exclusion policies reviewed in line with new DfE guidance
- Exclusion rates have reduced to 0 during the current academic year under the current policy.
- Signed up to Derby City Inclusion Charter