



## Equality Objectives 2020-2023

### 2022 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**

- 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, with parents and carers to follow regarding our proposed 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.
- After-school provision currently on hold due to COVID restrictions.
- 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.

### **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 Educational Psychologist.
- Pupils have accessed behaviour support from Newton's Walk.
- De-escalation strategies refresher training during April INSET.
- Individual plans for children at risk of exclusion are in place.
- Policies reviewed as part of annual cycle.

### **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**

- Remote training provided by Educational Psychologist on sensory processing delivered in Autumn 2020.
- Support provided for one child and class teacher from behaviour support worker at Newton's Walk, with more planned for two more children this term.
- Individual plans are in place for two children who school have assessed as at risk.
- Improved engagement with parents who are fully supportive.
- Accessibility, SEND and Anti-Bullying policies have been reviewed in the last 12 months.
- Due to Lockdown 3, there is currently no comparable exclusion data to be able to monitor an improvement.