

Our Equality Objectives for 2018 to 2022

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
<p>1. To promote cultural development and understanding through a rich range of experiences, both within and beyond school; building a school culture that respects and values difference in our community.</p>	<p>Monitor all activities in school to ensure they promote relationships among parents, learners and staff that reflect a positive and respectful culture.</p> <p>Develop and review our curriculum to ensure that it prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Visitors, Events</p> <p>Monitor our curriculum and wider school experience to ensure</p>	<p>From December 2018 - 2022 with annual interim reviews</p> <p>From January 2019 – 2022 with annual interim reviews</p>	<p>The cultural development of pupils will be evidenced by their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and 	<p>To be monitored by the Governing Body and SLT (SMSC Lead, Headteacher, and Curriculum Lead, Deputy Head)</p>

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	<p>that it provides for learners' broader development, supporting the development of character and positive learning behaviours, including resilience, confidence and independence.</p> <p>Ensure these Equality Objectives, the Behaviour and Anti-bullying Policy and Complaints Procedure are accessible and followed so that those within our school community feel safe and do not experience bullying or discrimination.</p>		<p>cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>The school ethos and culture will be reflected consistently throughout the school e.g. classroom displays, attitudes for learning and standards of behaviour.</p> <p>SIDP - Personal Development, Behaviour and Welfare of Children, Strand C</p>	
<p>2. To increase staff understanding of equality and its implications on a day to day basis and in this way reduce or remove inequalities in attainment throughout the school,</p>	<p>All staff will understand the schools statutory duty under the Equality Act 2010 and adhere to the policy and practice outlined in our Equalities statement.</p>	<p>From December 2018 - 2022 with annual interim reviews</p>	<p>Monitoring records of teaching and learning will evidence quality first teaching in place for all groups of pupils.</p> <p>Assessment information</p>	<p>To be monitored by the Governing Body, Headteacher (Assessment and Teaching and Learning Lead) and Deputy Headteacher (Inclusion</p>

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<p>particularly inequalities relating to the protected characteristics listed in the Equality Act.</p>	<p>Class Teachers will know their class well and the individuals and groups that are represented within it. They will monitor and analyse pupil progress and achievement with regard to the protected characteristics of gender, ethnicity, socio-economic group and special educational need or disability and act to address any trends or patterns in the data that indicate differences in outcomes for these groups.</p> <p>Termly Pupil Progress meetings will focus at group level.</p> <p>Monitoring of teaching and learning will include focus on pupil groups.</p> <p>Pupil participation in extra-curricular activities will be monitored.</p>		<p>and progress and attainment data will be used by teachers to inform termly Pupil Progress meetings. Records of Pupil Progress meetings with clearly defined actions for next steps in closing gaps for individuals and groups of pupils who need additional support.</p> <p>Class Provision Maps reviewed termly.</p> <p>Registers of extra-curricular activities will show diversity.</p> <p>SIDP – Teaching and Learning, Strand A & B; Outcomes for Children, Strand A</p>	<p>Lead)</p>

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<p>3. To raise levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.</p>	<p>All staff will understand the schools statutory duty under the Equality Act 2010 and the implications for our daily practice in school.</p> <p>Review the Parental Engagement Policy.</p> <p>Ensure good communication is maintained with parents and that reasonable adjustments are made and barriers removed wherever possible to encourage their participation and promote partnership in their children's learning.</p>	<p>From December 2018 - 2022 with annual interim reviews</p>	<p>Data analysis Report to Governing Body regarding levels of parental engagement in learning and school life shows good attendance and little variation between groups.</p> <p>Parental feedback informal and formal e.g. Focus groups, Questionnaires</p> <p>SIDP – Leadership and Management, Strand A</p>	<p>To be monitored by the Governing Body and Headteacher (parental engagement and attendance).</p>