



**Holy Ghost Catholic Primary School**

# **Equality Duty**

*“A child who is helped by another child is like a strong city”*

**Reviewed: March 2020**  
**Next formal review: March 2024**

### **School policy statement on equality**

Our school is committed to equality both as an employer, and a service-provider and we carry out our day to day work striving to live our “mission”, and witness to the principles.

Holy Ghost School was founded by, and is part of the Catholic Church. We conduct our affairs in accordance with Canon Law, and the teachings of the Roman Catholic Church. At all times we consider it our duty to serve as a witness to the Catholic Church’s teachings. In discharging our duties, and in serving as a witness for the Catholic Church in our Lord Jesus Christ, we will aim to:

- Ensure that everyone is treated fairly and with respect.
- Make sure that our school is a safe, secure and stimulating place for everyone.
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- Recognise that for some pupils extra support is needed to help them to achieve and be successful.
- Make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council and Rights Respecting Schools steering group.
- Make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity or orientation. These are called the “protected characteristics”.

We review our accessibility plan annually. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. We will fulfil our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities; reduce or remove them.

We endeavour to use findings from monitoring and evaluation activities to narrow gaps in achievement especially for:

1. Pupils who belong to low-income households and pupils known to be eligible for free school meals
2. Pupils who are disabled, or who are in the process of being diagnosed as disabled
3. Pupils who have special educational needs
4. Pupils from minority ethnic groups
5. Boys in certain subjects, and girls in certain other subjects
6. Vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, or causing concern.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- 1 **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- 2 **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- 3 **Foster good relations** between people who share a protected characteristic and people who do not share it.

At Holy Ghost Primary School we have rigorous systems for monitoring standards and challenging underperformance. Our responsibility under this equality duty is scheduled as part of this process.

### **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that our responsibilities under the Equality Act are also reflected in our school improvement plan, self-evaluation review, the school prospectus, school web site, newsletters, and other policies, as well as meetings involving governors, whole staff, senior leadership team and school council. The Equalities Act also applies to our school in its role as an employer.

### **Roles and responsibilities**

We expect all members of our school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

### **Governing body**

Our governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. We have a designated SEN Governor and the Curriculum Committee have a lead role in the implementation of this policy. All governing body committees keep aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

### **The Equality Link Governor**

#### **Headteacher and leadership team**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. She is the senior member of staff who has day-to-day responsibility for coordinating implementation of the policy and for monitoring outcomes.

#### **Teaching and support staff**

All teaching and support staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.
- be aware of the more vulnerable groups within their classes

Holy Ghost School will provide guidance on Equalities for staff new to the school as part of the induction procedure.

#### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. Our policy will be made available to the school community via our website.

#### **Contact**

For more information please contact Holy Ghost School 020 8673 3080

or

Bola Shoderu, Member of Governing Body with responsibility for Equality.

## Part 1: Information about the pupil population

Number of pupils on roll at the school: 206

### Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: 30

There are pupils at our school with different types of disabilities and long term conditions and these include:

- Attention Deficit Disorder
- Aspergers
- Allergy with Epi Pen
- Dyslexia
- Idiopathic Thrombocytopenis Purpura

<b>Pupil Data on Special Educational Needs (2019-2020)</b>		
	No. of pupils	% of school population
Pre-SEN	22	10.67%
SEN Support	22	10.67%
EHCP	2	0.97%

<b>Pupil Data on Gender (2019-2020)</b>		
	No. of pupils	% of school population
Female	100	48.54%
Male	106	51.46%

	<b>F</b>	<b>M</b>	<b>Total</b>
<b>Any other Asian background</b>	3	1	4
<b>Any other mixed background</b>	7	6	13
<b>Black - Ghanaian</b>	2	0	2
<b>Black - Nigerian</b>	1	2	3
<b>Black Caribbean</b>	1	2	3
<b>Chinese</b>	1	1	2
<b>Refused</b>	6	1	7
<b>White - British</b>	51	62	113
<b>White - Irish</b>	3	3	6
<b>White Eastern European</b>	0	0	0
<b>White Other</b>	8	5	13
<b>White Western European</b>	13	16	29
<b>White and Asian</b>	4	4	8
<b>White and Black African</b>	0	0	0
<b>White and Black Caribbean</b>	1	1	2
<b>Latin / South / Central America</b>	0	1	1
<b>Total</b>	101	105	206

<b>Religion &amp; Belief (March 2016)</b>	
Number of children who are Catholic	205
Number of children who are another religion	1

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

<b>Pupil Data on English as an Additional Language (EAL)</b>				
	Boys	Girls	No. of Pupils	% of the school population
No. of pupils who speak English as an additional language	47	38	85	41.26%

<b>Pupil Data on pupils from low-income backgrounds</b>				
	Boys	Girls	No. of Pupils	% of the school population
No. of pupils from low income backgrounds	5	8	13	6.31%
No. of pupils eligible for Free School Meals (FSM)	2	2	4	1.94%

<b>Pupil Data on Vulnerable pupils</b>		
	No. of Pupils	% of the school population
No. of pupils for whom home circumstances are known or believed to be challenging	12	5.82%

<b>Pupil Data on Children in Care</b>		
	No. of Pupils	% of the school population
Pupils who are currently in care		

## Part 2

Detailed tracking of all groups including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support in our school, is designed to promote equality of opportunity, and help all pupils make rapid and sustained progress.

In working to eliminate discrimination, harassment, and victimisation we:

- Analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors.
- Record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis.
- Work to close attainment gaps, with individualised interventions.
- Give due regard for equality issues in decisions we make.
- Deal promptly and effectively with all incidents and complaints of bullying and harassment which may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- Keep a record of all such incidents and notify those affected of the action we have taken and monitor the impact our actions have had.
- Provide training to all staff in relation to dealing with bullying and harassment incidents.

- Ensure the special educational needs and inclusion policies outline the provision the school makes for pupils with special educational needs, and other groups.

### Our main equality challenges

Holy Ghost School is active in using data to understand the progress, achievement and attainment of all pupils. Our data is reviewed by the senior leadership team and the governing body half termly. Our data informs us that the following groups require greater support and in some instances interventions in order to progress. In some instances, strategies and activities are already in place and we are currently monitoring the performance of the interventions.

### Groups requiring support:

#### Foundation Stage

- Boys in achieving a good level of development.
- SEN in all areas

#### Key Stage 1

- Girls at greater depth in numeracy

#### Key Stage 2

- Boys in writing (especially Greater Depth)
- Pupil Premium in writing (especially greater depth)
- Girls in numeracy (especially Greater Depth)
- SEN in all areas.

Children with anxiety issues – in all three key stages

### Part 3

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity, foster good relations and eliminate discrimination**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

<b>Disability: We are committed to working for the equality of people with &amp; without disabilities</b>		
<b>How we advance opportunity</b>	<b>How we foster &amp; promote community cohesion</b>	<b>Impact &amp; what we plan to do next</b>
<ul style="list-style-type: none"> <li>• We set challenging targets to ensure our children with disabilities make good progress.</li> <li>• We provide good quality training for our staff on inclusion.</li> <li>• When required we gain external advice and support for many different professionals. (TAC meetings).</li> <li>• We promote positive links with our parents.</li> <li>• There is a designated Governor for SEN/inclusion</li> <li>• We provide specific targeted support and booster groups where appropriate.</li> <li>• We undertake annual reviews for pupils with statements of SEN.</li> </ul>	<ul style="list-style-type: none"> <li>• We admit children to our school without reference to ability of aptitude.</li> <li>• We work with nurseries ensuring transfer into Reception is effective and as smooth as possible.</li> <li>• Regular meetings with parents.</li> <li>• We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.</li> <li>• We ensure that the curriculum and resources we use have positive images of disabled people.</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience a positive start to school.</li> <li>• Parents are kept well informed of pupils' progress and learning needs.</li> <li>• Effective, positive relationships with parents, school and home working in partnership to support the child.</li> <li>• Effective inclusion of children with disabilities.</li> <li>• Pupil voice shows that our children with additional needs are happy in school</li> </ul>

<ul style="list-style-type: none"> <li>• We liaise and work in partnership with a number of professional organisations.</li> </ul>		
<b>Ethnicity &amp; Race incl EAL Learners: We are committed to working for the equality of all ethnic groups</b>		
<b>How we advance opportunity</b>	<b>How we foster &amp; promote community cohesion</b>	<b>Impact &amp; what we plan to do next</b>
<ul style="list-style-type: none"> <li>• Initial assessments are completed promptly for new arrivals and learning plans are put into place. These may include targeted intervention.</li> <li>• We make appropriate provision for pupils, and then monitor its impact.</li> <li>• We use a variety of strategies to support our new families. Children in YR + Y1 have buddies. Buddies for older children joining late.</li> <li>• We set targets to improve the attainment and progression rates of particular groups of pupils.</li> <li>• We identify and address barriers to the participation of particular groups in learning and other activities.</li> </ul>	<ul style="list-style-type: none"> <li>• An informal open door policy, staff are available at the start and end of the day.</li> <li>• We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.</li> <li>• We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</li> <li>• We ensure that the curriculum challenges racism and stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience a positive start to school.</li> <li>• Parents are kept well informed of pupils' progress and learning needs and are welcomed to school events: assemblies, open school event</li> <li>• Effective, positive relationships with parents, school and home working in partnership to support the child.</li> <li>• Pupil voice is monitored regularly as part of our cycle and it shows that our children with EAL are happy in school.</li> </ul> <p><b>NEXT STEP</b></p> <ul style="list-style-type: none"> <li>• Looking at 'special events' (eg: the format of PTA events), which are pertinent to our EAL pupils and minority ethnic groups to aid better social inclusion amongst families in our predominantly white British school.</li> <li>• To monitor attainment of significant groups/individual pupils as part of our monitoring cycle.</li> </ul>
<b>Gender: We are committed to working for the equality of both sexes</b>		
<b>How we advance opportunity</b>	<b>How we foster &amp; promote community cohesion</b>	<b>Impact &amp; what we plan to do next</b>
<ul style="list-style-type: none"> <li>• We monitor the attainment and progress of all our pupils by gender.</li> <li>• We set targets to improve the attainment and rates of progress of particular groups of boys and girls.</li> <li>• The School Council ensures both boys and girls views are equally represented.</li> <li>• Sports teams: these are equally represented by boys and girls.</li> <li>• We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Clubs are interest led</li> <li>• We try to ensure we include positive, non stereotypical images of men &amp; women in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Children's attainment does not show any systematic differences in attainment. We work hard to close attainment gaps.</li> </ul> <p><b>NEXT STEP</b></p> <ul style="list-style-type: none"> <li>• Further developing our pupil voice in the curriculum to ensure it is meeting the needs of all</li> </ul>
<b>Religion &amp; Belief: We are committed to working for equality for people based on their religion, belief or non belief</b>		
<b>How we advance opportunity</b>	<b>How we foster &amp; promote community cohesion</b>	<b>Impact &amp; what we plan to do next</b>

<ul style="list-style-type: none"> <li>• We provide opportunities to explore the meaning of treating people as “equal in dignity” to us, irrespective of their religion and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• We recognise and celebrate where appropriate to our context significant religious events from different religions.</li> <li>• Multi-faith days</li> </ul>	<ul style="list-style-type: none"> <li>• We have very few racist incidents, often none.</li> <li>• We have a well resourced RE curriculum that supports the children’s understanding of the different world faiths.</li> </ul>
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### How we have due regard for equality

Schools are required to have due regard to the need to **eliminate discrimination** and other conduct that is prohibited by the Equality Act 2010. At Holy Ghost School we give careful consideration to equality in everything that we do in the school. Below is a summary of how we respond to eliminate discrimination.

<ul style="list-style-type: none"> <li>• We are aware of the requirements of the Equality Act 2010 and ensure that we do not discriminate or treat some people less fairly</li> <li>• Our governing body has had training on the Equality Act 2010 and when governors consider equality issues in relation to policies, decisions and services a record of this is kept in the minutes and papers of governing body meetings</li> <li>• We try to keep an accurate record, when possible, of the protected characteristics of our pupils and employees</li> <li>• We have a school behaviour policy that includes both rewards and sanctions and we believe it positively encourages children to understand the school rules and follow them.</li> <li>• We have a school anti-bullying policy that informs all our community of the definition of bullying, the signs and symptoms and our set procedures for addressing bullying behaviour. All bullying behaviour is reported to the senior leadership team in the school to be aware of, and support, if required. We promote anti-bullying to help prevent bullying behaviour amongst students</li> <li>• We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.</li> <li>• We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs</li> <li>• We have an accessibility plan that aims to address all disabilities.</li> <li>• Our admission arrangements seek to admit pupils without reference to aptitude. In order to support the admissions process, we provide information to prospective parents on our website, in an information brochure about our school and at school open days.</li> <li>• Our complaints procedure sets out how we deal with any complaints relating to the school.</li> <li>• We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practice. We aim to avoid discrimination against potential employees and existing employees in respect of benefits, facilities and services offered, including training opportunities, performance assessment, promotion and redundancy</li> <li>• We have procedures for addressing staff discipline, conduct and grievances</li> </ul>
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Under the *Equality Act 2010*, we are required to have due regard to the need to **advance equality of opportunity and foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

### Disability

**We are advancing equality of opportunity for our disabled pupils and community by:**

<ul style="list-style-type: none"> <li>• Supporting disabled learners and staff by meeting their individual needs</li> <li>• Taking steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils</li> <li>• Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf</li> </ul>
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- Carrying out accessibility planning for disabled pupils that increases the extent to which disabled pupils can participate in the curriculum, improves the physical environment of the school and improves the availability of accessible information to disabled pupils
- Improving the school premises to enable disabled pupils, staff and our community greater access to key resources.

**We are fostering good relations and promoting community cohesion by:**

- Developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- Providing for all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience
- Ensuring that the curriculum has positive images of disabled people
- Tackling prejudice and any incidents of bullying based on disability

**Gender**

**We are advancing equality of opportunity by:**

- Monitoring the attainment of all our pupils by gender
- Taking a "Which boys? Which girls?" approach to address underachievement: Neither boys nor girls are treated as homogeneous groups with easily definable strengths and weaknesses
- Setting targets to improve the attainment of particular groups of boys and girls
- Identifying and addressing barriers to the participation of boys and girls in activities
- Ensuring that gender stereotypes are addressed
- Ensuring that young people have access to information about different sector workplaces and occupations to challenge out of date images and ideas about careers and employment
- Developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging with families and fathers and drawing them into school life
- Both male and female parents and carers feel supported and encouraged to be involved in the work of the school and are satisfied with the opportunities they have to contribute to their children's learning and progress

**We are fostering good relations and promoting community cohesion by:**

- While our PSHE curriculum helps directly promote the spiritual, moral, social and cultural development of all pupils, we also address community cohesion in topics chosen in literacy and writing, in creative development projects and in school assemblies
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies
- Our PSHE curriculum promotes equality between genders
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum
- Ensuring children and young people experience school as a supportive and inclusive space: their qualities, interests and behaviours are not rigidly defined by gender

**Part 4: Consultation and engagement**

We aim to engage and consult with pupils, staff, governors, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, review equality objectives and improve what we do.

**Part 5: Our equality objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages..

We will regularly review the progress we are making to meet our equality objectives.

### **Our equality objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of our equality information and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

### **Equality objective 1:**

#### **Advancing equality by narrowing the achievement gap between different groups**

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

#### **Progress we are making on this objective:**

- This objective is a key focus of the Curriculum Committee for which termly meetings are attended by senior school leaders, including the Headteacher, Deputy Headteacher, as well as three members of the Governing Body
- We collect and analyse data on:
  - on the school population by gender and ethnicity;
  - on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
  - by year group – in terms of ethnicity and gender;
  - on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
- Data is reported by the Headteacher and groups of pupils are discussed in light of progress. The group looks closely at previous educational support provided and the use of the pupil premium, interventions proposed going forward and other actions to close any gaps.
- We work closely with our Link Inspector from the Local Authority in order to allow them the freedom to observe our school and provide feedback to support our plans
- Our School Improvement Plan directly address pupil cohorts and staff are made aware of the key priorities for pupil progress, raising standards and closing the gap for all pupils
- We aim, wherever possible to work in partnership with parents and carers to identify children who need greater support to learn
- Classroom and quality of teaching observations are held every half to ensure teachers continue to improve their teaching in line with the varied needs of the pupils
- Where teaching is not deemed 'Good', support and CPD is provided with a follow up observation taking place until teaching is good
- Performance measures are in place for all teaching and support staff in order to ensure Holy Ghost maintains at least a standard of 100% 'good teaching' across the school, with 50%+ being outstanding

### **Measures**

With close monitoring and interventions as described in the school improvement plan we aim to:

- Achieve a year on year (over two years) reduction in the attainment gap between reading, mathematics and writing with a focus on Greater Depth. In KS1 the focus is on boys, children on FSM, EAL pupils and those with SEN.

- Achieve a year on year (over two years) reduction in the attainment gap in numeracy between girls and boys with a focus on girls achieving Greater Depth.

**Equality objective 2:**

**Fostering good relations across our school community**

We will take positive action to celebrate and promote diversity in our school and we address the disadvantages faced by particular groups of pupils including those with particular protected characteristics.

**Progress we are making on this objective:**

- In general we believe we are preparing our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils
- At different stages of a pupil’s progress through the school, we will teach them about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures such as our International Evenings that involves pupils families
- We include the contribution of different cultures to world history
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month
- We include equalities matters in our Newsletters to parents
- PTA actively seeks to engage all groups in the school so that they are able to be informed and/or participate in the life of the school
- The school analyses termly parent and pupil questionnaires and reviews all feedback that describes the school environment and culture
- The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality
- We avoid language that runs the risk of placing a ceiling on any pupils’ achievement
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

**Equality objective 3:**

**Parental Engagement**

We will ensure that all parents are fully engaged in the life of the school and know what to do in order to support their children’s learning.

- At Holy Ghost we hold termly parents evenings which inform parents of the progress their children have made and how they can help support their children at home.
- We produce annual parent questionnaires and act, when appropriate, on the comments that are received.
- There is an active PTA at Holy Ghost which includes parents and teachers.
- The PTA offers a range of events to ensure inclusivity.
- We hold regular workshops for parents which develop their skills in the key areas i.e. reading, writing, phonics, maths to ensure that they can support their children at home.
- Newsletters are sent out frequently informing families on what has happened during the week and any upcoming events.

- An annual “Governors’ Evening” each November provides the opportunity for all KS2 parents to meet Governors and see their children perform on stage.
- The Chair of Governor holds an annual surgery where parents are welcome to come along to talk about any concerns or worries they may have.
- We encourage parents to support children, within the classroom, with their reading on a voluntary basis.
- Members of the Senior Leadership Team are available at the gate at the beginning of the day to greet parents and to be available if there are any worries or concerns.

<b>Equality Objectives :</b>			
	<b>Objective</b>	<b>Success criteria</b>	<b>Actions</b>
<b>Gender</b>	<ul style="list-style-type: none"> <li>• Improve attainment and progress in writing and mathematics to close identified attainment gaps, and particularly boys’ writing at greater depth and girls’ mathematics at greater depth.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are working towards a % “gap busting” target in reading, writing and maths through an enriched curriculum.</li> <li>• All pupils make at least expected progress and a higher proportion make more than expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify underachieving pupils and pupil groups, monitoring their attainment and progress, and providing catch-up support as needed.</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>• Make adjustments for children’s access to curriculum and classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom reorganisation for children unable to use stairs</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor need.</li> </ul>
<b>Ethnicity</b>	<ul style="list-style-type: none"> <li>• Track the progress and attainment of significant EAL/MEG groups, and ensure staff are suitably trained to meet the needs of these children.</li> </ul>	<ul style="list-style-type: none"> <li>• EAL/MEG groups are performing similarly to other groups in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment and progress of EAL/MEG groups is tracked and strategies for teaching them revisited.</li> </ul>
<b>Religion</b>	<ul style="list-style-type: none"> <li>• Improve children’s understanding of faiths other than their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Children able to explain in detail about at least one other faith studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies, lessons and school visits include focus on developing children’s knowledge of other faiths.</li> </ul>
<b>Social Inclusion</b>	<ul style="list-style-type: none"> <li>• Raise awareness that school events need to be inclusive of all families, irrespective of</li> </ul>	<ul style="list-style-type: none"> <li>• Parents’ questionnaire seeks to consult on the inclusivity of current PTA and school events</li> </ul>	<ul style="list-style-type: none"> <li>• School events – proactively designed to “include” and reach all parents</li> <li>• Feedback demonstrates increased awareness of every child and every</li> </ul>

	<p>socio-economic circumstances.</p> <ul style="list-style-type: none"> <li>• Introduce “Place to Be” to help develop well-being in the school community – children, parents and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of findings will inform next steps with regards to future planning.</li> <li>• “Place to Be” provides universal access to counselling for all children who are experiencing personal barriers.</li> </ul>	<p>family feeling more valued and included.</p> <ul style="list-style-type: none"> <li>• Introduce “Place to Be” for pupils; staff and parents – counselling; training; interventions.</li> <li>• Monitor impact from feedback.</li> <li>• Share “Place to Be’s” ongoing evaluations of success with the school community.</li> </ul>
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### **Part 6: Monitoring and reviewing objectives**

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. The Curriculum Committee analyse, review and report on the progress, achievement and attainment levels of all pupil groups, each term in line with this policy. This Committee also checks the impact of the Pupil Premium grant annually and agree it with the senior leadership team and in consultation with the Resources Committee.

### **Policy Review**

While parts of this policy will be looked at and developed upon each year, the overall policy including the objectives we have agreed to focus on will be reviewed by the Curriculum Committee every second year.

**Date: February 2020**

**Review Date: February 2024**