Sandal Castle VA Community Primary School

Equality Objectives

On 6th April 2012, schools were required to publish information showing how they comply with the new equality duty and setting equality objectives. Schools are required to update the published information at least annually and publish objectives at least once every four years.

Compliance with the equality duty is a legal requirement for schools. The equality duty helps schools to focus on key issues of concern and how to improve pupil outcomes.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, with the aim to:

1.   Advance equality of opportunity between people who share a protected characteristic and   people who do not share it.

2.   Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

3.   Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

These are often referred to as the three aims of the general duty equality duty.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages

2. Take steps to meet different needs

3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.

- To prepare and publish one or more specific and measurable equality objectives.

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities. It does this by requiring it to collate evidence, take a look at any issues and consider taking action to improve the experience of different groups of pupils. It then helps the school to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

1. Advance Equality of Opportunity Between People who share a Protected Characteristic and People who do not.											
			Equality Strand								
Objective	**Action**	**Success criteria**	SEN and Disability	Gender	Ethnicity	Religion/ Belief	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment	**Lead Person:**	**Links school policy or school development/ improvement plan**
To raise the attainment of each distinct group in EYFS due to the externally validated well below outcomes of the AoE 15/16 baseline.	Half Termly analysis of data – individuals/groups who are underachieving. PPM meetings - select strategies to improve attainment and target in class and interventions.	Attainment will be in line with/surpass National figures	√	√	√					EYFS leader HT	SDP Literacy Action plan Maths Action plan EYFS Action plan Equalities policy **Evidence:** EYFS data (Target Tracker) Data analysis PPM notes Pupil profiles /Learning Journeys GB Minutes Standard Committee minutes LA AoE report LA External Mid - point review Consultant NoV's Monitoring Partnership - Triad moderation

To increase the percentage of children in each distinct group in EYFS achieving a good level of development to be as close to matching national figures – target 74% an increase of 26% on 2015/16 outcomes	Half Termly analysis of data – individuals/groups who are underachieving in particular areas. Personalised RWI 1-1 teaching Precision teaching PPM meetings - select strategies to improve attainment and target in class and interventions. Ongoing monitoring of evidence – EYFS Leaning Journeys External moderation	Target of 74% GLD will be met – July 17. Attainment will be in line with/surpass National figures	√	√	√							SDP Literacy Action plan Maths Action plan EYFS Action plan Equalities policy **Evidence:** EYFS data (Target Tracker) Data analysis PPM notes Pupil profiles /Learning Journeys GB Minutes Standard Committee minutes LA AoE report LA External Mid - point review Consultant NoV's Monitoring Partnership - Triad moderation

To raise the attainment of the disadvantaged and gender distinct groups to match the National picture in the Y1 Phonics screening test	6 weekly RWI assessment week data analysis Bespoke 1-1 and group RWI sessions Intervention leader for Y1 Additional teacher focussing on precision teaching to accelerate progress Fortnightly RAG analysis of data – individuals/groups who are underachieving in particular areas. PPM meetings - select strategies to improve attainment and target in class and interventions. Appointment of EAL lead teacher	Target of 80 % will be met – July 17. Attainment will be in line with/surpass National figures	√	√	√							SDP Literacy Action plan RWI Action plan Pupil Premium Action plan Equalities policy **Evidence:** Data analysis PPM notes Pupil profiles GB Minutes Standard Committee minutes External consultant NoV reports Rwi Progress data Phonic screening progress data EAL tracking/progress Partnership - Triad moderation

| To raise the attainment of disadvantaged and gender distinct groups to match/surpass the National picture at KS1 in Reading, Writing and Maths | RWI – Measurable impact of the programme now in its second year. Read and Respond – linked to Blooms higher order thinking skills and depth. Measurable impact- now in its second year of roll out. Revised spelling policy – Sept 16 – half termly measurable impact Half termly analysis of data – identify ANY underachievement. PPM meetings - select strategies to improve attainment and target in class, catch-up sessions, intervention and boosters. Y2 Precision teaching – Led by additional teacher High quality Intervention – led by KS1 Intervention leader – ECC, RWI, | Attainment will be in line with/surpass National figures | | √ | | | | | | | Literacy, maths leaders and faculty members | SDP Literacy Action plan Maths Action plan RWI Action plan Pupil Premium Action plan Equalities Policy **Evidence:** Data analysis PPM notes Pupil profiles GB Minutes Standard Committee minutes External consultant NoV reports Data analysis PPM notes Monitoring outcomes and feedback Partnership - Triad moderation |

To raise the attainment of disadvantaged groups to match /surpass the National picture for Greater Depth in Reading and Writing.	Read and Respond – linked to Blooms higher order thinking skills and depth. Measurable impact- now in its second year of roll out. Half termly analysis of data – identify ANY underachievement. PPM meetings - select strategies to improve attainment and target in class, catch-up sessions, intervention and boosters. Y2 Precision teaching – Led by additional teacher EAL Specialist teacher appointed	Attainment will be in line with/surpass National figures									English Faculty Maths Faculty EAL Leader	SDP Literacy Action plan Equalities policy **Evidence:** Data analysis PPM notes Pupil profiles GB Minutes Standard Committee minutes External consultant NoV reports Data analysis PPM notes Monitoring outcomes and feedback Partnership - Triad moderation
			√	√	√							

Through targeted provision and personalised provision mapping continue to diminish the difference between pupil premium pupils and non-pupil premium pupils. A continued personalised focus on individual need including a focus on outcomes for the **most able** disadvantaged	Appoint additional support staff member (with QTS) in Y6

Appointment of Phase Leader for UKS2

Refine the tracking system to ensure clarity in evidencing our most able disadvantaged.

Establish HAP's intervention programmes and **adapt quality first teaching** to address the above | Attainment will be in line with/surpass National figures | √ | √ | √ | | | | | | | SDP
Literacy Action plan
Maths Action plan
Equalities policy

Evidence:
Data analysis
PPM notes
Pupil profiles
GB Minutes
Standard Committee minutes
External consultant NoV reports
Data analysis
PPM notes
Monitoring outcomes and feedback
Y6 RAG's
Y2 RAGs
Provision maps
Case Studies |

Pupils in receipt of pupil premium funding will make progress at a similar rate to that of the cohort as a whole and to pupils not in receipt of pupil premium;	Appoint additional support staff member (with QTS) in Y6 Appoint Phase Leader for UKS2 Refine the tracking system to ensure clarity in evidencing our most able disadvantaged. Establish intervention programmes and **adapt quality first teaching** to address the above	Attainment will be in line with/surpass National figures	√	√	√								SDP Literacy Action plan Maths Action plan Equalities policy **Evidence:** Data analysis PPM notes Pupil profiles GB Minutes Standard Committee minutes External consultant NoV reports Data analysis PPM notes Monitoring outcomes and feedback Y6 RAG's Y2 RAGs Provision maps Case Studies
Through early identification and relevant intervention, the achievement of the Middle Attaining Pupils (MAPs), whose end of KS1 results for English and Mathematics were not aligned is within the parameters of national expectations in end of KS2 assessments in Summer 2017.	Appoint MA support staff member (with QTS) to champion MAP's in Y6 Appoint MA Champion/Phase Leader for UKS2 Refine the tracking system to identify HAPs, MAPs and LAPs Establish intervention programmes and **adapt quality first teaching** to address the above	MAPs make at least expected progress in the aspects where their KS1 outcome was at age-related expectations (AREs);	√	√	√						Literacy Faculty Maths Faculty EAL Leader Phase Leader Y6 staff	SDP Literacy Action plan Maths Action plan Equalities policy **Evidence:** Data analysis PPM notes Pupil profiles GB Minutes Standard Committee minutes External consultant NoV reports Data analysis PPM notes Monitoring outcomes and

													feedback Y6 RAG's Y2 RAGs Provision maps Case Studies
Pupils on the SEND register, without a statement, will make at least expected progress from their starting points in September; Intervention programmes will be successful in diminishing the difference	Refine the SEND programmes of intervention linked to external guidance – ASDAN, Rochford recommendations Incorporate recommendations from SEND planning meetings re OPP, MSP, EHCP Continue to use alternative methods of measuring progress for our more complex children Half Termly analysis of data Fortnightly SENCO/Y6 meetings Establish Sprinkles	Data from the new progress measures programmes is used effectively to accelerate the small steps of progress for pupils with additional learning needs.	√										SDP SEND Action plan Equalities policy **Evidence:** Data analysis PPM notes Pupil profiles GB Minutes Standard Committee minutes External consultant NoV reports Data analysis Monitoring outcomes and feedback Y6 RAG's Y2 RAGs Provision maps Case Studies Scrap Books

Target	Action	Success Criteria									Who	Monitoring / Evidence
Targets set for pupils with a statement of SEND will be ambitious, and will be set on an individual analysis of their barriers, in conjunction with external professionals;	Half Termly analysis of data Fortnightly SENCO/Y6 meetings	Swift identification of pupils with SEND and appropriate intervention in place	√	√	√						SENCO Phase Leaders Nurture Staff	SDP SEND Action plan Equalities policy **Evidence:** SEN data analysis PPM notes Pupil profiles Case studies Scrap books Portfolio of evidence External consultant NoV reports Data analysis Monitoring outcomes and feedback Y6 RAG's Y2 RAGs Provision maps Case Studies Scrap Books
Pupils who are recently arrived in the country and those for whom English is an additional language will make at least expected progress from their starting points in September; for those who are developing their language acquisition, progress will be judged on an individual basis and small steps of progress will be evident.	Appointment of EAL Leader EAL intervention support Half Termly analysis of data	Identification of pupils with EAL linked to the DfE Census recommendation For those who are developing their language acquisition, progress will be judged on an individual basis and small steps of progress will be evident.			√						EAL Leader SLT	SDP EAL Action plan Equalities policy **Evidence:** EALdata analysis PPM notes Pupil profiles Case studies Scrap books Portfolio of evidence

Continue to improve and sustain the proportion of good and better learning taking place across the school to ensure **quality first teaching in all lessons**	See CPD Pertinent monitoring and feedback		√	√	√	√					SLT	SDP Teaching and Learning Policy T and L Action Plan **Evidence** Monitoring calendar Observation and monitoring feedback. NQT and RQT training and support programmes. Lessons studies.
Staff make specific provision for protected groups in all lessons (differentiation)	Differentiation evident in planning, provision Monitoring for differentiation by SENCO and EAL leader		√	√	√	√		√			SENCO EAL leader SLT	Teaching and Learning Policy SEN Action plan EAL Action plan **Evidence** Planning Learning obs outcomes Book Scrutiny outcomes Slides

Ensure that children from all protected groups have equal access to the full range of opportunities offered by the school.	Ind Risk assessments carried out. Monitoring of uptake of clubs and other extra-curricular activities. Targeting of individuals or groups to ensure equality of access.	Pupils with SEN, specific medical needs or disabilities are enabled and encouraged to take a full part in the life of the school, including clubs and educational visits. Where necessary, additional adult support is provided. Identification of groups that are underrepresented. Liaison with pupils, parents, mosque to encourage or enable participation.	√	√	√	√					SLT PE Faculty	Equalities Policy Charging and Remissions Policy **Evidence** Ind Risk Assessments Monitoring data Club registers Visit registers Residential registers

Equality Objectives: 2. Foster Good Relations Between People Who Share a Protected Characteristic and Those Who do Not

Objective	Action	Success criteria	Disability	Gender	Ethnicity	Religion/ Belief	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment	Lead Person:	Links school policy or school development/ improvement plan
						Equality Strand					
Ensure all children visit places of worship as part of the RE curriculum	Expectation that all year groups will organise a visit to a place of worship linked to the R. E curriculum. Use of St Helen's as a key resource Use of clergy skills, expertise in the wider curriculum making pertinent links with Science, Arts, Philosophy Archie Bishop accreditations	Every child visits a place of worship at least once each year.				√				RE Leader	SDP R.E policy SIAMs recommendations RE Scheme of Work **Evidence** Pupil voice Pupils' work WEbsite

Objective	Action	Success criteria	Disability	Gender	Ethnicity	Religion/ Belief	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment	Lead Person:	Links school policy or school development/ improvement plan
Ensure all children access their entitlement to a broad and balanced curriculum	Expectation that all children will access and value the curriculum in the widest sense.	Full participation	√	√	√	√				SLT	SDP Action Plans Curriculum Layering Planning

Objective	Actions	Success Criteria									Responsibility	Monitoring/Evidence
Increase parental involvement in their children's learning and school life.	Continue to run parent workshops, curriculum evenings, curriculum drop ins encouraging groups and individuals to attend. Increase opportunities for parents to visit classrooms; drop ins Increase number of parent volunteers. Termly parental survey Impact of the Inclusion Team in nurturing families Impact of SPARKS	Parents have greater knowledge of curriculum expectations and how to support their children at home. Parents understand and appreciate that we are a fully inclusive school.	√	√	√	√						SDP **Evidence** Curriculum evening feedback Parent consultation registers FEET Results of surveys Feedback from parents Feedback from wider professionals SPARKS drop ins Early Help Offer .
Provide opportunities for the school and wider community to learn about and celebrate cultural and religious differences.	Assemblies celebrating religious festivals Direct connections with St Helen's Use of St Helen's and clergy as a key resource Use of local community mosque, parents and staff expertise Big Questions – used and applied throughout school P4C Community/Fairtrade Events Arts Week Celebrations Joint Community, Church and	Pupils and parents have greater knowledge and understanding of other cultures and religions and their value systems leading to greater Community Cohesion.			√	√					R.E coordinator Extended Services coordinator EAL coordinator	SDP R.E. policy EAL **Evidence** Photos of events Pupil voice Children's work Parental feedback

	School Events												
Provide opportunities to learn about and celebrate both Christan Values and British Values and how they unite our community.	RE Curriculum Collective Worship – recognising key events, dates, celebrations Community Events Celebrations for events such as Queen's birthday. Teaching on Democracy and British History (Citizenship and History curriculum). Cross curricular focus on underpinning British and Christian values	Children understand the importance of fundamental British values such as equality, free speech and democracy. Children develop an identity that encompasses being a member of British society with rights and responsibilities. The school community is brought together to celebrate key British events.	√	√	√	√					CC Leader Extended Services EAL coordinator	SDP **Evidence** Photos of events Children's work Displays Monitoring by CC leader Parental feedback Scrap Book Evidence Nurture Group Inclusion Team evidence

Establish links with other schools, in the UK and the world.	Establish links with a school in a contrasting British locality.

Links with Diocesan /African Connection – Mara

Fairtrade links | Correspondence, digital communication and visits between pupils and other schools; Mara, Somerset, | √ | √ | √ | √ | | | | Diocese
St Helen's | SMSC Policy
Equalities Policy

Evidence:
Photos
Displays |
| Ensure participation by all protected groups in local and sporting events and competitions. | Data analysis of those pupils taking part in sporting events.

Pupils from all protected groups including those with disabilities are equally as entitled to engage and participate. | Positive image of all groups.

Pupils from all groups have high self-esteem and a positive self-image.

Enjoyment and achievement by all. | √ | √ | √ | √ | | | | P.E. Faculty | PE policy

Evidence:
Diary of events
Registers of those pupils taking part.
Data analysis showing all groups represented.
Photos.
NPQML Project - LW |

Equality Objectives: 3. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality Act 2010
Date: November 2011

Objective	Action	Success criteria	Disability	Gender	Ethnicity	Religion/ Belief	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment	Lead Person:	Links school policy or school development/ improvement plan
						Equality Strand					
Ensure the behaviour policy continues to promote resilience and good attitudes and behaviours for learning across the school.	Whole school involved in reviewing the effectiveness of the current behaviour policy and procedures (including pupils and parents). Policy updated and new procedures adopted and followed consistently by all.	Positive impact on pupil behaviour, both in and out of class. Improved learning behaviour has measureable impact on engagement, attainment and progress.	√	√	√	√		√	√	SLT	SDP **Evidence** Behaviour policy Classroom and playground observation. Behaviour system records. Pupil, parent and staff voice.
Continuous cycle of educating children to keep safe	Teachers plan lessons and discussions on safety issues. Child Protection policy – child friendly Organise speakers, workshops, assemblies.	Children feel and are kept safe. Children know how to keep themselves safe. Children speak up when they experience or are witness to any behaviours where they feel uncomfortable, worried or concerned. Children recognise and understand who the school DSL and DDSL's are Children recognise and	√	√	√	√		√	√	HT AHT for Inclusion	Anti-bullying policy Behaviour Policy Esafety Policy Equalities plan SEND policy **Evidence** CPOMS Pupil voice Pupils' work Behaviour records.

		understand where they can go for help and support											
Continue to educate pupils, staff and parents about CP issues, e-safety and cyberbullying	DDSL's appointed specifically to lead e safety Workshops for parents and pupils. CPD for staff. GB CPD	Children know how to keep themselves safe online. Parents understand the potential for bullying and abuse online and how to take steps to protect their children. Staff are up to date on technologies used by pupils and the dangers they may pose. Staff are up to date on protecting themselves online in a professional capacity.	√	√	√	√		√	√		DSL DDSL's for safety MINT	Esafety Policy Social media policy **Evidence** CPD Minutes/Slides Records of workshops for pupils and parents Pupil voice and work – displays Record of incidents

Continue to record and respond appropriately to all cases of harassment or bullying, including that of a racial or homophobic nature.	CPOMS	Systems ensure swift identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording. All staff are clear about their role in this system.	√	√	√	√		√	√	Inclusion Team HT	Behaviour policy CPOMS **Evidence:** Records of incidents

Progress towards these objectives will be monitored by the GB as part of the review of the School Development Plan. Date of plan: January 2017