

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

Equality Objectives

Policy for the Attention of			
<i>Audience</i>	<i>Key Audience</i>	<i>Optional Audience</i>	<i>Additional/Notes</i>
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum Support	✓		
Lunchtime Supervisors	✓		
Site Manager	✓		
Cleaners	✓		
Governors	✓		
Parents	✓		
Website	✓		
Local Authority			

Policy Updated – Spring 2024 ~ Review Date – Spring 2027

Introduction

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of our data and other relevant information. Our equality objectives focus on those areas which will help improve equality and tackle disadvantages.

Equality Objectives

Equality Objective 1: To continue to support, monitor and analyse pupil achievement and progress for disadvantaged groups and SEND, with particular reference to supporting the emotional health and well-being of pupils, which is a legacy of the Covid19 Pandemic..

Why we have chosen this objective:

As a school we have a low percentage of children eligible for Pupil Premium or SEND when compared to other schools nationally, however since the Pandemic, we now have many children who need support with their emotional health and well-being, which is impacting their learning.

We aim to ensure that these children have equal access to opportunities within the School curriculum, and are supported with their emotional health so that their overall achievement is reflective of their full potential.

We look to ensure every individual child achieves their full potential academically, socially and emotionally, and that they are challenged and supported in a way that supports their learning needs.

To achieve this objective we plan to:

Ensure our Curriculum is inclusive and includes small steps for progression.

Ensure appropriate support and targeted interventions, including ELSA sessions and the Relax Kids programme and Pastoral Support Mentor are made available for these children.

Implement any appropriate strategies and learning aids as required, e.g. suggestions made on SEND LSPs etc. Continue to track attainment and progress for these pupils. Where appropriate, work with outside agencies to achieve the best progress for our children.

Have quality interventions - Reading Interventions - Maths Interventions - Precision Teaching - Little Wandle/Little Wandle Catch Up - Use of practical maths apparatus throughout KS2.

Impact:

Pupils will have strategies they can use to support their emotional well-being and feel supported in school, knowing they have someone they can speak to when required. We will also measure impact through pupil voice and progress meetings.

All children will make one year's progress for them, no matter their starting point.

Equality Objective 2: To narrow the gap in attendance for our disadvantaged/PP and SEND pupils by fostering good relationships with parents and through the work undertaken by our Assistant Headteacher.

Why we have chosen this objective:

From our attendance data, we have identified that there is a difference in attendance percentages for this group of pupils. We want to ensure all pupils have the best opportunities for learning and missing school can have a detrimental impact on pupils' learning.

To achieve this objective we plan to:

Attendance is monitored regularly by the Assistant Headteacher and effective action is taken in order to reduce gaps between different groups of pupils. Work with parents and offer appropriate support. Hold regular attendance assemblies to celebrate high levels of attendance, using a variety of strategies including Premier League Attendance, the Amazon Experience and Classopoly.

Impact:

The gap between different groups of pupils will narrow. Parents and pupils will gain the appropriate support for them to improve attendance.

Equality Objective 3: To continue to promote understanding and respect for differences including an awareness of sexual orientation and gender reassignment.

Why we have chosen this objective:

Our knowledge-rich curriculum aims to support and celebrate the diversity of our Community and Great Britain, whilst educating our children about tolerance and respect. We will continue to improve representation in resources used with children (aiming to replace stereotypes) e.g. in the images shown to children during lessons and in presentations, the choice and range of texts available for children to read, PSHE & RE lessons, assemblies, Collective Worship, displays in classrooms and around the School, and through the embodiment of our Respect and Responsibility Code for children. Staff CPD will continue to embed our core values and thinking that all pupils have talents and abilities which can be developed.

To achieve this objective we plan to:

Continue to deliver lessons that incorporate and teach differences of our diverse society. Ensure our school curriculum promotes and incorporates British Values, tolerance of all groups and challenge any behaviours that do not incorporate our school values. To continue to facilitate the introduction to, and understanding of, other religions, cultures and differences by our children. Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. Behaviour policy reinforces positive values and challenges inappropriate attitudes - PSHE teaching covers sexual orientation, gender identity and transgender as well as LGBT.

Impact:

Greater understanding and respect for differences. The School ethos and curriculum promotes respect for the differences of the School community and the wider world. Issues are covered through lessons, assemblies, Collective Worship and staff training.