

Equality Objectives 2017-2020

Public Sector Duty	Equality Objective	Actions	Who is responsible	Time Frame	Progress Commentary (From September 2018)
Eliminate, discrimination, harassment and victimisation.	<p>Develop awareness and understanding of homophobia and gender identity related discrimination.</p> <p>Continue to maintain low incidences of bullying. Reported incidences of racist and anti-disabled nature decrease.</p>	<ol style="list-style-type: none"> 1) Arrange various assemblies to raise awareness. 2) Following assemblies - an article to run in Newsletter. 3) Arrange visiting company to deliver workshop for children entitled 'Boy' to raise awareness of homophobia and gender identity discrimination. 4) Class teachers to plan Circle time and PSHE lessons to follow up work in assemblies and visit. 5) Ensuring that gender equalities / roles are understood. 6) Raise children's awareness of different types of family; inc ch who live with same sex parents, whose parents are separated etc...In Early Years use of stories to promote tolerance and awareness of differences. 7) Review the behaviour policy and audit its impact in school. 8) Records of incidences of bullying to be logged and analysed. Action to be taken to address any recurring themes. 9) Anti-bullying week. 10) School Council to consider strategies to avoid bullying incidences. 	<ol style="list-style-type: none"> 1) HoS 2) HoS 3) Safeguarding Lead 4) Teachers 5) SLT/Teachers 6) SLT/Teachers 7) SLT/ Middle Leaders – Safeguarding Lead to lead 8) All staff to record incidences. 9) Safeguarding Lead to analyse and take action where necessary. 10) Safeguarding Lead 	<ol style="list-style-type: none"> 1) Spring term and ongoing 2) Spring term and ongoing 3) Summer term 4) Ongoing 5) Ongoing 6) Spring term and ongoing 7) Autumn term 8) Ongoing 9) November 2018 and annually 10) Ongoing 	<ol style="list-style-type: none"> 1) Value based assemblies have taken place this term (Autumn 2018/2019). Next term, a greater focus will be placed on homophobia and gender identity. 2) Articles to follow assemblies starting in the Spring term. 3) Interactive theatre production took place in the summer term of 2017/2018. Organised for the summer term each academic year for Years 5 and 6. 4) Teachers are carrying out weekly PSHE lessons and circle times where appropriate. These sessions include a focus on of homophobia, gender identity and discrimination appropriate to the age range. 5) Diversity role model workshop organised for years 5 & 6 each academic year in the summer term. 6) To be addressed through PSHS lessons and HoS assemblies in the Spring term 2018/2019. Stories are used in the EY to share an understanding that there are different types of families. 7) Behaviour policy was reviewed and reinforced with staff members during Autumn term 2018/2019. 8) Records of incidences are logged on Arbor. Current themes need to be identified and action taken.

					<p>9) Anti-bullying week conducted with a focus on 'no means no'.</p> <p>10) This will be a focus for Spring term (2018/2019).</p>
<p>Advance equality of opportunity between different groups.</p>	<p>Raise attainment of children receiving pupil premium across the school.</p>	<ol style="list-style-type: none"> 1) Employ a 'Pupil Premium' Leadership Teacher to have responsibility for raising the attainment of children receiving Pupil premium 2) PPLT to analyse data to identify gaps in attainment and identify areas where attainment needs to be raised. 3) Organise precision interventions to raise the attainment of these children. 4) Ensure deployment of staff meets needs. 5) Improve teaching and learning including differentiation for vulnerable groups. 6) Lead on booster provision to raise attainment. 7) Staff appraisal to be linked to raising attainment and achievement of vulnerable children. 	<ol style="list-style-type: none"> 1) Executive Head Teacher 2) Pupil Premium Leadership Teacher 3) PPLT 4) Head Teacher 5) Inclusion Leader 6) PPLT 7) PPLT 	<ol style="list-style-type: none"> 1) September 2018 2) Termly 3) Termly 4) Ongoing 5) Ongoing 6) Spring 2018 7) Targets set in Autumn term and reviewed in Spring term. 	<ol style="list-style-type: none"> 1) Achieved 2) Data has been analysed and children identified for support (Autumn term – 2018/2019). Action ongoing. 3) Pupil premium strategy 2018/2019 completed. X2 groups identified – <ol style="list-style-type: none"> 1. PP pupils at risk of not reaching expected. 2. More able PP pupils targeted to achieve greater depth. 4) Intervention carried out and review of performance indicated within the pupil premium review document. 5) DPiL training to improve the teaching of Literacy. White Rose maths scheme of work to support the teaching of maths. Looking at planning cycles and proformas – to include highlighting vulnerable groups and differentiation of provision and resources. Targeted support from support staff. 6) Targeted booster groups for year 6 organised by PPLT following on from pupil progress meetings. 7) Appraisal documents are linked to raising achievement.
<p>Foster good relations between different groups.</p>	<p>To promote the 'British value' of mutual respect within the school community - with a focus on race, religion, age and disability.</p>	<ol style="list-style-type: none"> 1) Ensure emphasis on the British Values throughout the curriculum and in all aspects of the school. 2) Continue to encourage an appreciation of the school's cultural diversity through events such as Black History month and Cultural Day. 3) Disability awareness week/day. 	<ol style="list-style-type: none"> 1) Inclusion Leader/SLT 2) Leadership team/PSCHE coordinator 3) Inclusion team 4) Inclusion Lead/ 	<ol style="list-style-type: none"> 1) Ongoing 2) Ongoing 3) Yearly 4) Spring Term 2019 5) Spring Term 2019 6) Spring Term 2019 	<ol style="list-style-type: none"> 1) Curriculum currently being revised. SLT to ensure focus on British values. Assemblies from Spring term to include this focus. 2) Black History Month celebrations planned this year with a focus on Art. Display of children's work in lower corridor.

	<p>Continue to promote the school's values to be;</p> <p>Ambition Empathy Creativity Resilience Respect Courage Increase awareness of disability.</p>	<p>4) Workshops for children promoting a greater understanding of special needs.</p> <p>5) Assemblies promoting understanding of types of disabilities including hidden disabilities such as autism.</p> <p>6) Increase information for parents about disabilities.</p> <p>7) Embed school values which all children understand and work towards achieving.</p> <p>8) Introduce 'Star of the Week' for pupils being kind and supportive to their peers during playtimes.</p> <p>9) Organise various clubs to support the work in school e.g. garden club, news reports, charity clubs etc which will lead to young entrepreneurs (SMSC Co)</p>	<p>Inclusion Team</p> <p>5) Inclusion Lead/ Inclusion team</p> <p>6) Inclusion Lead/ Inclusion team</p> <p>7) Inclusion Lead/all staff</p> <p>8) Safeguarding Lead</p> <p>9) SLT/teachers</p>	<p>7) Ongoing</p> <p>8) Autumn Term 2018</p> <p>9) Ongoing</p>	<p>3) To be planned for the Summer Term 2019.</p> <p>4) Autism workshops for Year 4 planned for the Spring Term 2019.</p> <p>5) To be planned from Spring term 2019 onwards.</p> <p>6) SEND open mornings to commence in the Spring Term. Specific parents will be invited to attend. Each session will focus on a different area of SEND.</p> <p>7) Values assemblies happening on a weekly basis where one pupil from each class is selected to receive a certificate for demonstrating a particular value.</p> <p>8) This was implemented in the autumn term. A certificate is handed out during assembly each week.</p> <p>9) Weekly gardening club allows pupils to grow and then sell their own vegetables at school events. Enterprise week organised in the summer term each academic year for year 6 pupils. Year 6 fundraising events during summer term to raise money for their end of year celebrations. Several fundraising days organised each year to support various charities e.g. Red Nose Day, Christmas Jumper Day, Children in Need, Cancer research. A year 6 child led this research.</p>
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Accessibility Plan 2017-2020

Accessibility Area	Access Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Improve access to the physical environment	Improve the physical environment for people with mobility difficulties.	<ol style="list-style-type: none"> 1) All staff who receive visitors at reception need to ask if there are any access requirements that the school should be aware of, particularly in relation to any requirement for support in case of fire. 2) Clearly display on the website clear options on how to arrive on site particularly for those who may need additional access requirements. 3) Mark out walking routes within the car park to aid safety and access routes for those who may be hearing impaired. 4) Ensure that all doors are colour contrasted against the surroundings to aid people with impaired vision. 	<ol style="list-style-type: none"> 1) Inclusion Leader 2) Inclusion Lead 3) Inclusion Lead/ Premises Manager 4) Inclusion Lead/ Premises Manager 	<ol style="list-style-type: none"> 1) Spring 2020 2) Spring 2020 3) Summer 2020 4) Autumn 2020 	<ol style="list-style-type: none"> 1) Not yet achieved. 2) Not yet achieved. 3) Not yet achieved. 4) Achieved.
Improve access to the curriculum	To establish effective mental health strategies which promote positive self-esteem and motivation	<ol style="list-style-type: none"> 1) Whole school INSET on Mindfulness for staff 2) Follow up on INSET training with all staff. 3) 15 Lessons to be taught over the Autumn Term in all classes. 4) Each class to follow the scheme of work and lesson plans provided. 5) Plans are delivered and monitored half termly. 6) Pupil voice for impact of mindfulness at the end of Spring Term. 7) Close monitoring of children who show mental health issues and referrals made where appropriate. 8) Introduce Lego therapy as a means of developing children's collaboration and social skills. 	<ol style="list-style-type: none"> 1) DHT 2) DHT 3) Teachers 4) Teachers 5) SLT/teachers 6) DHT 7) Inclusion team 8) SALT 	<ol style="list-style-type: none"> 1) Autumn term 2017 2) Autumn Term 2017 3) Autumn Term 2017 4) Autumn Term 2017 5) 2017 6) Spring term 2017 7) Ongoing 8) 2017-2018 	<ol style="list-style-type: none"> 1) Mindfulness training delivered and new staff to be trained in October 2016. 2) Follow up training carried out in October 2016. 3) Lessons taught successfully and mindfulness strategies used throughout the day. 4) Each Teacher provided with book containing lesson plans. 5) Observations of mindfulness lesson observed and monitored.

					<ul style="list-style-type: none"> 6) Pupils consulted on impact of mindfulness lessons and strategies used in classrooms. 7) Ongoing. Some referrals to CAMHS placed. 8) Lego Therapy sessions introduced by SALT.
<p>Improve access to the curriculum</p>	<p>To provide effective and timely CPD to ensure quality first teaching in every class</p> <p>To ensure that Teaching Assistants and Teachers have a better understanding and knowledge of barriers to learning that may impact on children and develop their expertise to provide support for children with SEND.</p>	<ul style="list-style-type: none"> 1) Complete a skills audit for all teaching and support staff 2) Analyse a SWAT analysis (strength, weaknesses, action, threats) 3) Create a plan for CPD needs across the school. 4) Organise a staff meeting timetable to cover staff training as required to fulfil SDP targets 5) Follow up on training needs as identified by the appraisal Process. 6) Focus on improving teachers: Questioning, Differentiation, Increasing child productivity / independent learning Assessment for learning / feedback. 7) Access external training where this is needed. 8) Continue to develop coaching practices among all staff. 9) Carry out teacher and parent questionnaires. 10) Outline clear expectations in terms of support for SEND children. 11) Ongoing training for staff related to SEND issues. 	<ul style="list-style-type: none"> 1) HoS 2) HoS 3) Inclusion Lead 4) HoS/ Inclusion Lead 5) Line managers 6) SLT 7) SLT 8) HoS 9) HoS 10) Inclusion Lead 11) Inclusion Lead 	<ul style="list-style-type: none"> 1) Autumn 2018 2) Autumn 2018 3) Spring 2019 	<ul style="list-style-type: none"> 1) 2) Sep 2018 – SWOT – conducted with all staff during inset day. 3) CPD needs documented. 4) Completion of these takes place every term. 5) This process has started e.g. cross federations visits organised, external training opportunities sought etc... 6) Introduction of White Rose Maths, Maths Mastery, Kent scheme of work for Science, class teachers attend training for DPiL units. Pupil progress meetings each half term. 7) Training courses organised for Art, assessment, Literacy, Maths Mastery. 8) DHT from RPS due start coaching selected DKH teachers.

					<p>9) Due to be sent out in Autumn term and Spring term.</p> <p>10) Staff INSET on 4th September 2018.</p> <p>11) Staff meetings planned for 30th January and 6th February 2019. Fortnightly training for support staff organised predominately focused around supporting SEN pupils.</p>
<p>Improve access to information</p>	<p>To improve the user friendliness of a variety of media available for parents and children.</p>	<ol style="list-style-type: none"> 1) HoS / EHT to organise information evenings to talk about concerns or suggestions that parents might have to improve the school. 2) Run a range of parent workshops for e.g. phonics, curriculum subjects, SEN and SALT. 3) Run parent workshop to support the transition process for year 6 parents. 4) Support EHT to ensure that the website is up to date and inform parents of activities and progress of the school via school newsletters. 5) Review the SEN information report ensuring it is up to date and includes additional information regarding the Local Offer and types of SEN needs. 6) Organise for LA representatives to hold a Workshop explaining what is on offer to support parents. 7) Extend the school's website to include useful educational links to support home learning. 	<ol style="list-style-type: none"> 1) HoS/EHT 2) Inclusion Lead/ Teachers 3) Inclusion Lead/Upper KS2 Phase Leader 4) HoS 5) Inclusion Lead 6) Inclusion Lead 7) Subject co-ordinators/SLT 		<ol style="list-style-type: none"> 1) Two have taken place within the last year. 2) SEND workshops organised for Spring term. Reception phonics workshops took place during Autumn term 1. Nursery phonic workshop planned for Spring term 1. Communication and maths workshop planned for Spring term 1 & 2. 3) These occur in the summer term each academic year. 4) School website regularly updated by ICT lead – weekly time out of class to facilitate this. 5) SEND report revised in October 2019. 6) To be actioned. 7) To be actioned.

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