

Equality Objectives

<u>Objectives</u>	<u>Actions</u>	<u>Progress - To be reviewed annually from July 2023</u>
<p><u>Objective 1</u></p> <p>To teach a curriculum which reflects the different cultures and ethnic groups within our school community and promotes anti-racism.</p>	<ul style="list-style-type: none"> • Consider opportunities to promote diversity through elevation in all aspects of the curriculum, e.g. resourcing, study of historical figures, localities and significant members of communities etc. • Develop parent working group - continue to build a shared understanding of this work with parents/carers so they can support this at home and through the anti-racist hub. • Promote engagement of visiting speakers to school to broaden children’s perceptions of equality and diversity. • Ensure the school calendar and displays reflect opportunities to reflect and remember the importance of diversity. • Carefully curated selection of books for reading for pleasure to ensure representation. • Carefully planned reading book selection in English and Guided Reading curriculum - in line with topics. 	<ul style="list-style-type: none"> • Membership of Camden Anti-racism hub and partnership with The Black Curriculum focused work on decolonisation of curriculum. • School improvement priority for the last 2 years - self evaluation. • Middle leader priority across subjects - professional development for all staff. • Implemented anti-racist policy and document focusing on talking about race. • Anti-racism parent working group set up and having impact - influencing policy and curriculum. • Best practice shared regionally. • Pupil voice regularly collected through surveys shows the positive impact. Reduction in racist incidents overtime. • Black History Season carefully planned and delivered in the Autumn term - whole school focus.
<p><u>Objective 2</u></p> <p>To increase understanding between religious groups.</p>	<ul style="list-style-type: none"> • Raise awareness of aims and objectives of the policy by sharing with staff and the wider community. • Provide further staff training in all aspects of equality & diversity to support staff understanding and awareness. 	<ul style="list-style-type: none"> • RE living difference curriculum taught throughout the school - carefully monitored by RE Leader. • Key religious festivals for all religions recognised and explicitly taught.

	<ul style="list-style-type: none"> • Introduce all aspects of statutory RHE into the PSHE curriculum and continue to build a shared understanding of this work with parents/carers so they can support this at home. • Books at school represent all religious beliefs. 	<ul style="list-style-type: none"> • Parents and families sharing their religious beliefs and practices. • Incidents of a racist, sexist and homophobic nature are logged stringently with staff adopting a zero tolerance approach to any incidents of this nature, of any severity. • Sacre Determination updated in 2022.
<p><u>Objective 3</u></p> <p>To reduce the number of homophobic incidents</p>	<ul style="list-style-type: none"> • Staff training on PSHE and RHE • Parent workshops to support new policy and curriculum • Promote engagement of visiting speakers to school to broaden children’s perceptions of equality and diversity. • LGBTQ+ role models represented in the curriculum and carefully chosen books represent this. 	<ul style="list-style-type: none"> • Incidents of a racist, sexist and homophobic nature are logged stringently with staff adopting a zero tolerance approach to any incidents of this nature, of any severity. • Decreasing trend over time of reported homophobic incidents. • PSHE Curriculum and Relationships and Health Education reviewed for impact through pupil voice. • Equality and rights promoted throughout the curriculum - intersectionality, Gold RRS. • Wide range of texts to support acceptance and celebration.
<p><u>Objective 4</u></p> <p>To narrow the gap in performance of SEND pupils.</p>	<ul style="list-style-type: none"> • To improve systems for early identification and support for SEND pupils • Adaptive practice supports access to the curriculum in all subjects • Provision of Early Reading moving to Little Wandle SSP program. 	<ul style="list-style-type: none"> • 2022 KS2 outcomes show SEND Support (K) pupils and EHCP pupils and all SEND pupils are significantly above national average in progress scores. • 2022 KS1 all SEND pupils above national average, and EHCP pupils significantly above national average in progress scores.

	<ul style="list-style-type: none"> • Universal provision promoted in all year groups • Focused whole staff training on SEND. 	<ul style="list-style-type: none"> • Professional development programme in place to support adaptive teaching - impact shown in audit and monitoring/ progress data.
<p><u>Objective 5</u> To encourage girls to consider non-stereotyped career options.</p>	<ul style="list-style-type: none"> • Continue engagement with the Lifting Limits programme and training on intersectionality through diversity and inclusion programme. • Audit of PE provision and competitive sports. • Curriculum review includes gender lens in all subjects. • Audit of partners and role models for STEAM collaboration/ enrichment. • Regular Pupil voice surveys to measure impact • Included in School Self Evaluation • Commitment to 50/50 representation in the books in school. 	<ul style="list-style-type: none"> • Lifting Limits approach following project adoption in previous years. • Focus on gender equality and representation in the curriculum. • Increased engagement of girls in sports and in competitive sports. • Texts and language regularly audited to ensure representation. • STEAM and Careers curriculum taught through a gender lens. Increased female role models in engineering/ design and science • Female Scientist in Residence • Pupil voice and assessment shows the positive impact of gender equality work • Included and school improvement objectives.