

Reculver CE Primary School Equality Objectives Plan - 2017



EQUALITY OBJECTIVES

Reculver C.E. Primary School is proud to adhere to the Equality Act 2010. We believe that everyone has the right to be treated fairly and with respect, and that all children have the right to access their education without risk of prejudice. Our vision is a highly-educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances. We will achieve this vision through strategic aims, which are mutually reinforcing. The associated actions are intended to benefit all children in our school family. We publish and promote the Equality Plan through the school website, newsletter and staff meetings.

Our equality objectives are:

OBJECTIVE	TARGET GROUP	ACTION	TIMESCALE	MONITORING & EVIDENCE
To improve the achievement of children from low income and disadvantaged families (narrowing the attainment gap)	Pupil Premium children including FSM, Ever 6 and other pupils entitled to Pupil Premium.	<ul style="list-style-type: none"> Track children regularly Plan effective quality first teaching Introduce pre learning tasks and specific interventions Enrich curriculum through visits/visitors and experiences Moderation and monitoring Pupil Premium Strategy in place (for further details see Pupil Premium Strategy document) 	November 2017 and ongoing	Tracking data Intervention Summaries Pupil Premium Trackers Case Studies
To improve the achievement of children with SEN (narrowing the attainment gap)	SEN children	<ul style="list-style-type: none"> Track children regularly Plan effective quality first teaching Staff training into effective 	November 2017 and ongoing	Tracking Data Personalised Plans Provision Maps

		<p>teaching of SEN children with specific needs</p> <ul style="list-style-type: none"> • Provide interventions/resources to meet the needs of individuals • Ensure the SEN action plan is followed by all staff • Monitor classroom environments for inclusivity in meeting the needs of pupils with SEND 		Intervention Record Sheets
To improve the provision for children for whom English is an additional language (narrowing the attainment gap)	EAL children	<ul style="list-style-type: none"> • Identify barriers to learning • Look at best practice in other schools • Provide resources and appropriate support 	November 2017 and ongoing	Tracking data
To improve the attainment of reading and writing and ensure more pupils achieve accelerated progress from Age Related (narrowing the attainment gap)	All pupils re Pupil Progress Meeting outcomes including SEND, Pupil Premium, Gender including Trans Gender	<ul style="list-style-type: none"> • Track individuals regularly • Identify barriers to learning • Plan specific interventions • Ensure curriculum engages all children of all genders and meets their needs 	November 2017 and ongoing	Tracking Data Planning
To improve the attainment of Reading, Writing, GPS and Maths and ensure more pupils attain above ARE in Reading, Writing, GPS and Maths (narrowing the attainment gap)	All pupils re Pupil Progress Meeting outcomes including SEND, Pupil Premium, Gender including Trans Gender	<ul style="list-style-type: none"> • Track individuals regularly • Identify barriers to learning • Plan pre learning tasks to boost self-esteem/confidence • Accelerate progress through intervention and quality first teaching linked to reasoning 	November 2017 and ongoing	Tracking Data Planning
To promote equality between genders (including Transgender) in all subject areas	All pupils re Pupil Progress Meeting outcomes including SEND, Pupil Premium, Gender including Trans Gender	<ul style="list-style-type: none"> • Track individuals regularly • Identify barriers to learning • Plan specific interventions • Ensure curriculum engages all children of all genders and meets their needs • Protect gender variant and trans children and young 	November 2017 and ongoing	Tracking Data Planning Referral to Kent Trans* Inclusion Guidance for schools and Settings

		<p>people with the protected characteristic of gender reassignment.</p> <ul style="list-style-type: none"> • Take positive steps to prevent any form of discrimination 		
To promote understanding of and respect for differences	All children including SEND, Pupil Premium, Gender including Trans Gender	<ul style="list-style-type: none"> • Positive environment which facilitates rewards for all (equal access) • Roots of Empathy • Anti-bullying including transphobic abuse and prejudice-based bullying. • Development of PSHE curriculum • Promote the recognition of diversity across all areas of the curriculum • Promote and develop with all pupils an understanding of "self" • Support pupil voice, choice and advocacy around celebrating their unique identity. • Identify Gender-specific language and use alternatives • Action Teams supporting Growth Mindset, Metacognition and Philosophy for Children. • Parental engagement through meetings with staff (AFA). • Actively celebrate different families and reflect all members of the school community. • Coaching for staff to support learning development • Attachment training for all staff 	November 2017 and ongoing	Monitoring through Governors Behaviour Log My Concern Referral to Kent Trans* Inclusion Guidance for schools and Settings

		<ul style="list-style-type: none">• Staff training to challenge gender stereotypes, sexism and transphobia (“Genderbread Person”)• Celebrating difference event• Christian / School Values		
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