

# EQUALITY OBJECTIVES FOR 2019-2022

The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives, to be updated at least every four years.

The objectives should be:

- Specific
- Measurable
- Achievable
- Used as a tool to help improve the school experience of a range of different pupils.

At St Joseph's Catholic Infant School, we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality. The headteacher and governors at St Joseph's School regularly review the progress that we are making to meet our equality objectives. In order to support our pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

## EQUALITY OBJECTIVES

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

- **Objective 1:** To monitor and analyze pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.
- **Objective 2:** To raise levels of attainment in core subjects for vulnerable learners. For vulnerable - Pupil Premium including: FSM, LAC, Post LAC and EAL students to achieve at least national average levels in Reading, Writing and Maths and achieve a Good level of Development at the end of Early years.
- **Objective 3:** To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement.

### How

- Ensure that classroom displays reflect the diversity of religions and cultures in our school.
- Ensure that each half term a different religion is taught linked to the programme of study and that this is enhanced with visits from the local community.
- Ensure that a comprehensive PSHE programme is in place to meet the 2020 requirements.
- Update library books and reading to reflect cultural diversity.
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### Outcome:

- At least one display in each classroom reflects the diversity of religions and cultures in our school
- The library will reflect cultural diversity.
- EYFS will have a variety of multi-cultural resources.
- PSHE programme established and embedded

- Curriculum enhanced with visits from a range of other faiths and cultures.
- Pupil and parent voice from different groups confirms they feel valued and well represented at school and able to access information and parental activities.

## **Monitoring**

To be reviewed annually by the Governing Body and SLT in the autumn term.

To be monitored by the assessment lead for data trends (objective 1).

To be monitored by the Assistant Head, with a focus on the progress of SEN pupils (objective 2).

To be monitored by the Deputy Headteacher with a focus on vulnerable learners - Pupil Premium including: FSM, LAC and EAL students (objective 2).

To be monitored by the Deputy Head, for parental engagement and attendance (objective 3).

## **Annual Reviews**

2017/2018 Equalities Review

2018/2019 Equalities Review

## EQUALITY OBJECTIVES REVIEW 2017-2018

Equality Objectives & Success Criteria		Annual Review 2017-2018
Robust systems for monitoring pupil progress in place and monitored regularly.	<p>Data analysis shows equality of attainment/progress for all.</p> <p>Identify groups and individuals at risk of underachievement and plan intervention.</p>	<p><b>What has been done...</b>            Staff have embedded the new assessment tracking tools and class teachers and subject leaders have received training in how to use this for analysis of groups of pupils. This has helped to quickly identify groups and pupils at risk of underachieving.            Reading volunteers were deployed to ensure the children most in need as identified by data analysis receive the majority of support.</p> <p><b>Disadvantaged</b>            The school worked closely with parents and the relevant services to improve attendance of disadvantaged pupils including spending some of the funding on taxis. Interventions put in place have had limited impact due to the amount of absence. The use of TAs during 1<sup>st</sup> wave teaching has been reviewed to ensure that pupil confidence and involvement in lessons increases.            Based on early identification a nurture group which has been partly funded through PP and small group work has shown huge progress.</p> <p><b>SEN</b>            Whole school training has been undertaken in SEN/ASD and nurture groups. This has given all teaching staff (teachers and TAs) a better understanding of the needs of these pupils and suggestions as to how these needs can be addressed in whole class environments. Joint learning walks led by the DHT and SENDCO identified areas for improve. Additional staff training time was devoted to ensure recommendations continue to happen in practice, eg making visual resources, adding more specific use of additional adults to plans, sharing good practice...</p> <p><b>EAL</b>            Teachers have adapted their teaching accordingly eg by using lots of visual cues and displaying and explaining vocabulary. Transition meetings between teachers ensure that booster groups and interventions are ready to be started as soon as these children enter their next class and are addressed to specific needs of the children.</p> <p><b>What still needs to be done...</b>            Purchase of data analysis programme will help to highlight patterns and areas for development more quickly and therefore enable staff to act more quickly to address inequalities. Reduce the gap between boys and girls in some areas. Increase the early action when underachievement is identified</p>

<p>To develop pupil understanding of tolerance and respect for others through the promotion of British values.</p>	<p>Children exposed to different cultures, faiths, religions through first hand experiences and varied resources.</p>	<p><b>What has been done...</b></p> <p>Introduction of dance from other cultures into PE has raised awareness and enjoyment of other traditions. Resources purchased for the RE programme topics on other faiths has led to increased hand on experience by the children, raising awareness and knowledge.</p> <p><b>What still needs to be done...</b> within the school community used more readily as a learning resource. Further increase and enhance the general resources to increase cultural awareness.</p>
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Community Cohesion Objectives & Success Criteria		Annual Review 2017-2018
<p>1. Teaching, learning and the curriculum</p>	<p>Ensure the curriculum explores the diversity of the school, the local community and British society.</p>	<p><b>What has been done...</b></p> <p>Topics were reviewed by the DHT to include a range of peoples from other cultures and backgrounds. Increased awareness of the diversity within the school through RE topics – such as Families and visits by local community members to talk about their work – fire, police, doctor – Year R</p> <p><b>What still needs to be done...</b></p> <p>A curriculum review with staff to identify opportunities for further exploration within subjects to ensure it is reflective of the local community which is very diverse.</p>
<p>2. Equality between groups in school, where appropriate</p>	<p>Families continue to be supported by the extended schools agenda, accessing support from professionals where needed so that children, irrespective of their differences, are able to make good progress and any cultural and religious diversity is well met.</p>	<p><b>What has been done...</b></p> <p>‘Family Learning team’ provide free support to families in the school to help them further support their children at home. Signposting families to agencies for support increased opportunities for children. A slight increase in attainment was noted for pupils supported through the school nursing services to improve attendance. Attendance rates increased for these pupils. No parents from any background withdrew their children from any lessons or religious teaching.</p> <p><b>What still needs to be done...</b></p> <p>Increased support for EAL parents within the school to be able to support their child’s learning.</p>

<p>3. Engagement with people from different backgrounds, including extended services</p>	<p>Continue to promote and enhance community cohesion and a sense of shared belonging in the school and the school's neighbourhood so that children from different backgrounds get on well with each other and become positive and active members of their community</p>	<p><b>What has been done...</b>  The school is very diverse and children are taught to respect each other. There was no race related incidents. The policy of addressing any comments that may be perceived as racially inappropriate immediately with the pupil and their family helped children to understand what is and is not acceptable and to promote harmony between different groups.</p> <p>Star awards has been adapted to acknowledge classes that have been working well together to look after the school and their classrooms. Regular newsletters promoting good driving and parking encourage parents to get on well with each other.</p> <p><b>What still needs to be done...</b>  Increase the schools profile in the community and take part in more community based activities.</p>
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## EQUALITY OBJECTIVES REVIEW 2018-2019

Equality Objectives & Success Criteria	Annual Review 2018-19	
<p>Robust systems for monitoring pupil progress in place and monitored regularly.</p>	<ol style="list-style-type: none"> <li>1. Data analysis shows equality of attainment/progress for all.</li> <li>2. Identify groups and individuals at risk of underachievement and plan intervention.</li> </ol>	<p><b>What has been done...</b>            Staff have embedded the new assessment tracking tools and class teachers and subject leaders have received training in how to use this for analysis of groups of pupils. Staff are more confident making judgements and identifying patterns in equality between groups. Pupil progress meetings and monitoring ensure that teachers are meeting the needs of specific needs of the children            This has helped to quickly identify groups and pupils at risk of underachieving and allow action to be taken sooner. Children at risk of underachieving were targeted early and interventions put in place.            Staff leading subjects report termly on the progress of groups across the school and pupil review meetings identify actions to improve pupil progress.  <b>EAL</b> pupils do as well or better than English speaking pupils. Teachers continue to use lots of visual cues. The number of EAL pupils with SEN has increased and is impacting on EAL progress data.  <b>SEN</b>            The school has joined a group of school working on a project to develop the use of TA's in particular with SEN children. This has given teachers and TA's a better understanding of the needs of these pupils and suggestions as to how these needs can be addressed in whole class environments. Joint learning walks led by the DHT and SENDCO identified improvements in practice.  <b>Disadvantaged</b>            The school continues to work with relevant services – Safeguarding, Nursing, EWO, to improve attendance and outcomes for disadvantaged pupils including spending some of the funding on taxis, clubs, uniform and resources.</p>
<p>To develop pupil understanding of tolerance and respect for others through the</p>	<p>Children exposed to different cultures, faiths, religions through first hand experiences and through the use of varied resources.</p>	<p><b>What has been done...</b>            Teacher have continued to promote understanding and respect for others.            Class assemblies have covered topics that promote British values and these were well attended by parents.</p>

promotion of British values.		<p>Nurture activities took place across the school to help all children understand difference and establish appropriate ways to solve disagreements and difficulties.</p> <p>Children are taught about another faith in other faiths week. Visitors enhanced topics by bringing first-hand experience to the topics – Bollywood dancing, hearing stories in another language, pupils sharing their personal religious artefacts and experiences.</p>
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<b>Community Cohesion Objectives &amp; Success Criteria</b>		<b>Annual Review 2018-2019</b>
4. Teaching, learning and the curriculum	Ensure the curriculum explores the diversity of the school, the local community and British society.	<p><b>What has been done...</b> A curriculum review was held to consider the progression of skills and learning across the year groups. The DHT worked with staff to adapt topics to increase the opportunity for exploring diversity. Topics have been adapted to bring in a more diverse range – women inventors in history</p>
5. Equality between groups in school, where appropriate	Families continue to be supported by the extended schools agenda, accessing support from professionals where needed so that children, irrespective of their differences, are able to make good progress and any cultural and religious diversity is well met.	<p><b>What has been done...</b> The school continue to work closely with the Family Learning team, school nursing team, social care and educational support services such as SALT and OT. Additional provision wherever possible is made by the school to accommodate children with allergies and medical needs. This has included children with physical and emotional difficulties. As a result, children and their families feel included and equally able to access the school provisions. ‘</p>
6. Engagement with people from different backgrounds, including extended services	Continue to promote and enhance community cohesion and a sense of shared belonging in the school and the school’s neighbourhood so that children from different backgrounds get on well with each other and become positive and active members of their community	<p><b>What has been done...</b> Staff, pupils and families feel welcome at the school and able to contribute to the vision and well-being of the school. Parents, pupils and neighbours have worked together in a shared goal to improve road safety around the school – involving the local council in the process. The council has taken action to improve the local road with bollards and new road signage. \this was a good example of the school working with the community in a positive and active way. Increase the schools profile in the community and take part in more community based activities.</p>