



Equalities Objectives

Key Principle	Review	Action planned
<p>All learners are of equal value</p>	<p>2015-2016 We approach all learners as individuals. There have been no claims of discrimination from staff. We have at times some children who make inappropriate comments about other religion, race, culture etc. This is dealt with swiftly and if not resolved taken further.</p> <p>2016-2017 The majority of children are happy and enjoy coming to school, any issues around perceived bullying are dealt with promptly.</p>	<p>Link governor to ask a wide range of children if they feel that they are treated equally.</p> <p>Make more use of school council to research this</p>
<p>We recognize, respect and value difference and understand that diversity is a strength</p>	<p>2015-2016 We have had African drumming in the past to highlight difference. Previous to this some children had been making racist comments.</p> <p>We have a wide range of cultures on the staff so that children are exposed to difference.</p> <p>2016-2017 School trips to other faith</p>	<p>Link governor to check whether this is evident throughout the school.</p>

	centres. Recently appointed staff from outside the UK.	Future question on survey “Is diversity our strength”
We foster positive attitudes and relationships	<p>2015-2016 We encourage children and staff to have positive relationships with everyone. We would address any groupings that would appear selective. This has not happened so far.</p> <p>2016-2017 Listen to the comments and feelings of individuals and respond appropriately</p>	<p>Link governor to check that the school community have positive relationships regardless of individual status.</p> <p>Question for future review “if relationship not positive what can be done to improve it?”</p>
We foster a shared sense of cohesion and belonging	<p>2015-2016 We feel this is very strong. Many of our staff are ex pupils and also many are parents of children in the school. We could improve the parents’ sense of belonging.</p> <p>2016-2017 Facebook page for school set up good response from parents. Improved attendance at evening workshops and meetings</p>	<p>Link governor to check that people feel this.</p> <p>Continue to monitor closely parents view and facebook feedback</p>
We observe good equalities practice for our staff	<p>2015-2016 We have a wide range of gender; ethnic origin; age and religion in our staff. There is also a good representation on our governing body. Recruitment procedures are purely focused upon the ability to fulfil the person specification. We allow staff to take religious observation days. We have a member of staff in the 70’s. SLT is a good range of age and gender.</p> <p>2016-2017 Vacancies for staff positioned open to all, recently appointed staff are</p>	<p>Link governor or community governor to check this practice.</p> <p>Continue with our policy of offering</p>

	across the age and gender spectrum	opportunities to all staff.
We have the highest expectations of all our children	<p>2015-2016 This is regardless of their personal circumstances and home back grounds. Our data evidences no gap for BME & EAL & gender.</p> <p>2016-2017 Increase in the number of EAL children this year, but staff continue to challenge all children to work to their highest ability</p>	<p>Link governor to verify if this is the case.</p> <p>Monitor attainment data and progress of all children. Intervene with appropriate strategies quickly where necessary.</p>
We work to raise standards for all pupils, but especially for the most vulnerable	<p>2015-2016 Our current focus is to raise the attainment of SEND children and pupils with Prior low attainment, these are often the same children. Pupil premium children are funded so that they have exactly the same opportunity as the others.</p> <p>2016-2017 intervention programmes regularly reviewed for effectiveness. Promoting resilience has being a positive strategy that has benefitted all pupils. Closer monitoring and reacting to attendance of vulnerable pupils, since high attendance enhances progress and attainment.</p>	<p>Link governor to reference to SIP and SEf to verify.</p> <p>Continue to narrow the gap between vulnerable and non-vulnerable pupils through effective first teaching and targeted interventions. Monitor the progress termly.</p>

Our approach to equality is based on the following 7 key principles

- **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- **We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.