



Curwen Primary School

Together Everyone Achieves More

Equality Objectives

Spring 2019

Equality Objectives: 1. Advance Equality of Opportunity Between People who share a protected characteristic and those who do not.														
Date: February 2019														
Objective	Current situation	Success criteria	Equality Strand (protected characteristic)									Lead Person	Links to school policy or school development plan	Actioned by (date)
			Age	Disability	Sex (Gender)	Marriage/Civil Partnerships	Race	Religion/Belief	Pregnancy/Maternity/Paternity	Sexual Orientation	Gender Reassignment			
Track pupils from protected groups against the Code of Practice using Learning Ladders, and Development Matters	Pupils from protected groups are tracked using a relevant programme-B-squared, Development Matters or Learning Ladders. (B squared is due to be withdrawn towards the end of the academic year.) If pupils are not ready to access the National Curriculum, they remain on Development Matters	Pupils from protected groups will be tracked on the Register at the levels of Higher Needs Funding (HNF), Special Educational Needs Support (SENS) and Targeted Support (TS) using the appropriate tracking system.	√	√	√		√	√		√	√	SENCO Phase Leaders	DfE Code of Practice Jan 2015	April 2019
To ensure pupils with additional inclusive entitlement receive personalised learning in line with Quality First Teaching.	Pupils remain in class as much as is possible according to their needs. Our new record system, Provision Map, details the personalised curriculums pupils are provided with.	There will be a correlation between targets devised in Annual Reviews and Send Support Plans.	√	√	√		√	√		√	√	SENCO	DfE Code of Practice Jan 2015	April 2019

Pupils with additional inclusive entitlement are assessed appropriately.	Pupils are set targets according to their needs and these are assessed regularly, with new ones being set, or previous ones carried over. These targets will include recommendations from outside agencies.	The Dyslexia Screener, Dyscalculia Screener, Suffolk Reading Scale, Letts Maths Test and Boxall Profiles inform access and departure from the Inclusion Register along with feedback from outside agencies.	√	√	√		√	√		√	√	SENCO	DfE Code of Practice Jan 2015	April 2019
Class teachers make specific provision for pupils with additional inclusive entitlement in all lessons.	SENCO and LSTs attend PPA and other sessions to support teachers to plan for relevant pupils. Plans are monitored by Inclusion Team to ensure pupils from protected groups and SEND are catered for.	In their planning, Class Teachers record differentiated activities with specific reference to protected groups. Planning is monitored at intervals.	√	√	√		√	√		√	√	Teachers SENCO LSTs	DfE Code of Practice Jan 2015	April 2019
To provide support for vulnerable families and children through regular Coffee Mornings with visiting specialists sharing their expertise.	We hold (1) Inclusion and (2) Wellbeing Coffee Mornings termly for targeted parents and carers, with guest speakers invited. Parents can ask questions and share experiences. We run a series of informal coffee meetings over 6 weeks, on Positive Parenting.	Parents and carers come regularly in to school. They feel supported and can air their concerns in a helpful environment.	√	√	√	√	√	√	√	√	√	SENCO DSL Pastoral Team	SDP	Ongoing

Equality Objectives: 2. Foster good relations between people who share a protected characteristic and those who do not.

Date: February 2019

Objective	Current situation	Success criteria	Equality Strand (protected characteristic)									Lead Person	Links school policy or school development/ improvement plan	Actioned by (date)
			Age	Disability	Sex (Gender)	Marriage /Civil partnerships	Race	Religion/Belief	Pregnancy /Maternity /Paternity	Sexual Orientation	Gender Reassignment			
To ensure an appropriate balance in the selection of Peer Mentors.	Children can apply to become a Peer Mentor. In addition, some are chosen by the Pastoral Team; they are targeted for a variety of reasons that will be beneficial to those pupils. This ensures a balance in selection of Peer Mentors.	Liaison with the Co-ordinator and encouragement of 'positive discrimination' results in Peer Mentors better representing protected groups	√	√	√		√	√		√	√	Deputy DSL	Inclusion Policy	From Sept. 2018
To encourage pupils from protected groups to stand for election on the School Council.	Open sessions are available to all pupils, outlining the role of a school councillor. Pupils from protected groups are actively encouraged to apply to be a council member. This ensures pupils from a variety of groups are represented on the school council.	The School Council better represents protected groups within the school population.	√	√	√		√	√		√	√	School Council Lead	Inclusion Policy	From Sept. 2018

To encourage SEND pupils to stand for election on the School Council.	Staff may support SEND pupils to attend the open sessions if need be. SEND pupils are supported to make applications to be a council member. Having a child with SEND on the school council has not been consistent over the past years and so from Sept 19 we are having a standalone position, ensuring at least one SEND pupil is on the council.	SEND pupils involved in School Council. SEN pupils views elicited via variety of strategies	√	√	√		√	√		√	√	SENCO School Council Lead	SDP	From Sept. 2018
To hold regular workshops for parents of children with SEND	We hold workshops on early Reading, Maths, and Computing. We hold a series of workshops on Learning English for parents. We deliver our own training PowerPoint for parents of children with ASD. We run Stepping Stone courses for parents. We have just begun to deliver an Elklan Course for parents on developing speaking in children under 5 yrs.	Parents have opportunities to attend a variety of workshops and courses. As a result, they are more able to support their children's needs.	√	√	√	√	√	√	√	√	√	SENCO LSTs Lead LSAs	Inclusion Action Plan	2018 -21

To equip parents with strategies to deal with any challenging behaviour presented at home	Behaviour management strategies are communicated effectively and reinforced between home and school. We regularly run Triple P Parenting classes for targeted parents/carers. We also hold a series of more informal sessions on Positive Parenting.	Through meetings with parents/carers and accredited Positive Parenting Programme (PPP) parents are equipped to deal with a variety of behaviour management strategies.	√	√	√	√	√	√	√	√	√	√	DSL	COE Action Plan SDP	Ongoing
To enable pupils to regularly feedback about their learning to the Leadership Team.	School Council oversee feedback afternoons when pupils are consulted on a range of areas	Children are confident to talk to adults in an honest, open forum about their learning.	√	√	√		√	√		√	√	SMT	SDP		Termly

Equality Objectives: 3. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

Date: February 2019

Objective	Current situation	Success criteria	Equality Strand (protected characteristic)									Lead Person	Links school policy or school development/ improvement plan	Actioned by (date)
			Age	Disability	Sex (Gender)	Marriage /civil partnerships	Race	Religion/Belief	Pregnancy/ Maternity/ Paternity	Sexual Orientation	Gender Reassignment			
To regularly remind pupils of our School Rules and associated behaviour protocols	Most pupils are able to name the majority of our school rules. Children who have difficulties abiding by these rules receive reflection time and support from the Pastoral Team	School and class assemblies incorporate reminders of the school rules and their application	√	√	√		√	√		√		SMT Pastoral Team	The School Rules and sections of the Behaviour Policy.	Ongoing
Increase staff and stakeholder understanding of Equality Duty and its implication on a day to day basis.	Staff are made aware of the Equality Duty at staff briefing sessions and reminded who to go to if they have relevant issues.	The Equality Duty is shared with staff and stakeholders through a variety of channels. Relevant school policies are accessible on the website	√	√	√	√	√	√	√	√	√	Inclusion Manager Health and Safety Manager	Governance	Ongoing LAB meetings for Governors

<p>To continue to promote tolerance and empathy of each other as part of the wider community</p>	<p>Children with SEND and protected characteristics attend school-wide events the same as their peers. We are developing links with the local area such as weekly swimming, shopping trips and regular travel training on a variety of local transport. Bounce Back days are run termly and are an avenue for our pupils to meet pupils from another school and explore key areas such as empathy, healthy relationships and resilience.</p>	<p>Children with SEND are fully included and play an active part in the school. Our wider community is tolerant and familiar with ethos of inclusion in the school.</p>	<p>√ √</p>	<p>√ √</p>	<p>√ √</p>	<p>√ √</p>	<p>√ √</p>	<p>√ √</p>	<p>√ √</p>	<p>√ √</p>	<p>√ √</p>	<p>All Stakeholders</p>	<p>COE Action Plan SDP</p>	<p>Ongoing</p>
<p>To monitor the behaviour of children with protected characteristics.</p>	<p>Incidents of poor behaviour are logged and monitored regularly by The Pastoral Team in liaison with class teachers and Phase Leaders. VCMs and a very active Pastoral Team ensure any bullying or discrimination towards protected groups is promptly dealt with. Relevant support for children and their families is put in place.</p>	<p>Incidents of poor behaviour are closely tracked and monitored, with appropriate action put in place. Behaviour and Safety is outstanding</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>SMT Pastoral Team</p>	<p>SDP- Personal Development Behaviour & Welfare Behaviour Policy</p>	<p>Ongoing Termly review</p>