

Leaffield C.E. Primary School



Equality Objectives

2024-2028

Committee responsible:	Leaffield School Local Governing Board
Approved By:	Leaffield School Local Governing Board
Date approved:	July 2024
Review date:	July 2028

Equality Objective	Success Criteria	Actions required to achieve the objective
<p>To further develop effective pedagogy to meet the needs of all pupils to ensure teaching impacts the ability to apply learning regardless of ability or group</p>	<p>Improved quality first teaching for all children Vulnerable groups identified at termly PPM and a cycle of ‘Assess, plan and do’ in place for these Increased progress of children at risk of under achievement of any vulnerable learner The curriculum will reflect protected characteristics</p>	<ul style="list-style-type: none"> • Termly monitoring of data • Observations and training to focus on teaching strategies and effective deployment of TAs • Monitor and look for trends or patterns in the data that require additional support for pupils • Termly monitoring of quality of teaching and learning, including availability of resources and deployment of teaching assistants
<p>To be mindful of staff’s mental health and factors which could be detrimental to their well-being, this includes bullying, harassment and work load</p>	<p>Staff wellbeing surveys will show a decrease in areas of concern around workload and mental health concerns Work with partners to support and care for staff’s wellbeing Decreased staff absence Staff will know where to access support to support their wellbeing and mental health</p>	<ul style="list-style-type: none"> • Clear systems of support in place through line management and supportive conversations • Policies and procedures are supportive in safeguarding staff’s well-being, including protection against vexatious behaviour • Staff well-being survey to include a focus on equal opportunities • Senior leaders to become mental health lead champions • Adaptations made for staff where concerns are raised about their mental health or physical health

<p>To ensure equality of access to:</p> <ul style="list-style-type: none"> • The physical environment • The learning environment • Out-of-school activities including afterschool clubs and educational visits 	<p>For all children to have the opportunity to progress and achieve well and to be prepared for life in a diverse society. Academic and pastoral opportunities to ensure all children can meet the vision ‘Be kind, be curious and be you.’ Enrichment opportunities will not be at the expense of any protected group</p>	<ul style="list-style-type: none"> • Termly meetings with SEND governor to ensure provision of access to the curriculum by all. • Raising staff awareness of disability through training as need arises. • Ensure all staff are trained in protected characteristics • Risk assessments implemented for groups and individuals to ensure barriers to access are reduced
<p>To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.</p>	<p>To raise awareness of protected characteristics alongside issues of equality, diversity and inclusion.</p>	<ul style="list-style-type: none"> • Review and update our curriculum if necessary to ensure that equality and environmental awareness are embedded in the experiences and opportunities offered to children. • Experiences will allow children to explore issues around equality, diversity and inclusion as appropriate to the age and stage of the child. • Class texts will be reviewed in order to ensure that they support teachers and pupils in the exploration of these key themes and in the development of spiritual, moral and cultural understanding.
<p>To ensure that pupils with particular Social, Emotional and Mental Health (SEMH) needs are best supported and provision is adapted to meet their needs.</p>	<p>Pupils wholistic needs are met through consideration to contextual safeguarding and SEN needs (emerging or existing).</p>	<ul style="list-style-type: none"> • Staff and pupils respond that they are engaged and supported in school (surveys, pupil voice). • Timetables in place and interventions embedded

	<p>Timetables show nurture provision, intervention and PSHE lessons.</p> <p>Mental Health/ Well-being survey for pupils shows positive outcomes</p> <p>A range of support is available for parents through a variety of means – 1:1s, EHA and TAF process</p> <p>Specialist support is impactful and utilised efficiently e.g. Play therapist support for pupil, parents and staff.</p>	<ul style="list-style-type: none">• Parental Questionnaire/ feedback for SEMH support in school• The SEN Graduated Approach will be utilised to ensure a full assess, plan, do and review cycle is implemented to address needs• SEN self-assessment tools will be used to ensure best practice models are in place and impactful
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