

Carterhatch Junior School Equality Objectives and Action Plan - 2022-2023

At Carterhatch Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievements of our pupils will be monitored to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Carterhatch Junior School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit.

Carterhatch Junior School is committed to the fair treatment of its staff, workers, potential staff/workers and users of its services. We do this regardless of:

- Race, colour, nationality, ethnic or national origins
- Age, disability, gender, gender reassignment or sexual orientation
- Faith, religion or socio-economic background
- Marital or civil status, pregnancy/maternity reasons or having responsibilities for dependants
- Being involved with a Trade Union or any other grounds irrelevant to the role or service in question

Similarly, the school will not treat unfairly or discriminate against anyone with a criminal record. Having a criminal record does not mean that an individual will automatically be prevented from obtaining employment or working in this school. The school has a 'Policy Statement on the Recruitment of Ex-Offenders' which is available on request. The school adheres to the principles of the Disclosure and Barring Service Code of Practice. Applicants are made aware of the Code which, alongside our Equality policy, detailing our objectives as well giving further information, can be accessed below.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to: eliminate discrimination, advance equality of opportunity and foster good relations. We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed above.

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions. We will not publish any information that can specifically identify any individual
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information.

In relation to school provision we will pay particular attention to the following functions: Admissions, attendance, attainment, exclusions, prejudice related incidents.

Our objectives in our action plan (below) detail how we will ensure equality is applied to the services listed above. However where we find evidence that other functions have a significant impact on any particular group this will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and may seek support from the Local Authority Equality Team.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Objective	Action to be taken	By Whom and Timescale	Impact to be measured through
Leadership and school culture			
<p>Continue to develop a school ethos and culture which is inclusive; one which celebrates equality and diversity</p>	<ul style="list-style-type: none"> ▪ School equalities policies are updated annually and on school website to take account of developing best practice linked to national data ▪ School vision, values and ethos celebrates equality and high expectations for all publicised widely in school and on school website ▪ Senior leaders are trained and up-to-date in workplace practices and trade union support eg TUC Anti-racism task force ▪ Senior leaders are seen to be modellers of good practice in school, with parents and in the wider community ▪ Working with Trustees and the LGB to ensure there is representation within school and on committees, to represent the school community ▪ Monitoring and assessment procedures including lesson visits, book looks, pupil interviews, assessments analysis include focused studies of groups and follow-up planned as necessary ▪ Teaching and learning meetings identify patterns, identify individual and group issues/under achievement and actions planned ▪ On-going monitoring and action to support and challenge staff behaviours and low expectations as necessary ▪ Provide training for staff to keep them updated on local and national trends and datasets – explore use of www.educatingforequality.co.uk. NAHT Race Equality in Education course and Equalities conferences attended by HT and DHT 9.6.21 and 29.9.22. ▪ Ongoing analysis of data including attendance, behaviour and exclusions for groups, looking for patterns/trends, 	<p>Headship Team Ongoing</p>	<p>ELT and school policies and processes including admission, recruitment processes On-going monitoring and assessment tasks including book looks, lesson visits, pupil interviews Learning walks and walkabouts Parent feedback LGB visits and reports ELT CEO visits External consultant visits including School Improvement Consultant Ofsted inspections and reports Parent workshops and feedback</p>

	<p>targetted solutions and interventions/actions including in-school and external pastoral interventions</p> <ul style="list-style-type: none"> ▪ Recruitment and induction procedures promote equality and a culture which is anti-discriminatory ▪ Promote ethos of high expectations for all pupils through building positive relationships with parents ▪ Parent Support Advisor to continue to work closely with all parents on all aspects of school life and engagement ▪ Family and Pastoral Support Officer and Senior Leadership Team engage with targetted parents as necessary throughout the school year with focus on solution-based communication, sharing successes as well as addressing concerns and offering support ▪ Parents invited and targetted to attend class assemblies, enterprise weeks, lesson visits, workshops and showcases ▪ Parents invited to present at whole school and class assemblies, talk about their careers, support their children speaking about their successes ▪ Ongoing ParentView feedback welcomed and highlighted throughout the school year through Family and Pastoral Support Officer and all staff 		
Curriculum			
<p>SDP Priorities Quality of Education To lead the development of the new 2020-21 curriculum and pedagogy in order to ensure high standards in teaching and learning</p>	<ul style="list-style-type: none"> ▪ Curriculum units of study continue to be reviewed half-termly to ensure that it is representative of our pupils and promotes cultural capital ▪ Continue to regularly review English core texts to ensure representation/equality and diversity ▪ Ensure new library stock is diverse and representative ▪ Class names to continue to reflect LGBT multi-cultural and modern Britain ▪ Composers of term to be diverse covering old, classical and modern 	<p>Senior Leadership Team and Curriculum Leaders Class Teachers Ongoing</p>	<p>On-going monitoring and assessment tasks including book looks, lesson visits, pupil interviews Achievement reports, O Track Year group meetings Moderation meetings PDM – CPD Half-term Google surveys Reports to LGB and Trustees</p>

<p>Personal Development To promote equality of opportunity and diversity through the “Peopling of Britain” curriculum</p>	<ul style="list-style-type: none"> ▪ Celebrate diversity during whole school events, trips, visits and visitors including Primary Futures ▪ Ensure pupil voice is heard through School Parliament and regular pupil interviews ▪ Monitor representation in pupil leadership groups ▪ Continue to embed opportunities in the curriculum to look at a variety of cultures, using worldwide events or charities to further support this work ▪ Continue to embed the Carterhatch values at every assembly and event through weekly success assemblies, all assemblies, Anti-bullying week and general behaviour for learning in classes and outside 		<p>School Parliament - fortnightly meetings with HT</p>
<p>Tracking and monitoring of attainment and achievement</p>	<ul style="list-style-type: none"> ▪ Use of O Track to monitor and track outcomes for individuals and groups (including gender, pupils eligible for FSM, SEND and ethnicities) identifying patterns/trends and underachievement ▪ Tests and on-going assessment identify gaps in learning and planning is adapted and differentiated as necessary ▪ KS1 assessments and Y1/2 phonics tests used to track progress over KS2 ▪ Targetted interventions planned with pre- and post-assessments and reviews ▪ LA and other schools use of best practice to evaluate provision including Quality First Teaching and interventions 	<p>Senior Leadership Team, SENDCo and Curriculum Leaders Class Teachers Ongoing</p>	<p>On-going monitoring and assessment tasks including book looks, lesson visits, pupil interviews Achievement reports, O Track Intervention reviews ongoing and formally end of each term Year group meetings Moderation meetings Teaching and learning reviews Performance management Reports to LGB and Trustees</p>
<p>Transition</p>	<ul style="list-style-type: none"> ▪ Transition processes in place for pupils entering from Y2 in the Infant School and from Y6 to Y7 including handover meetings with teachers, SENDCo and senior leaders Includes overview of interventions delivered and reviews going forward 	<p>Senior Leadership Team, SENDCo and AHT Year Group Leads Infants AHT, SENDCo, Family and Pastoral Support Officer Autumn and Summer terms</p>	<p>Ongoing partnership work with secondary schools and other settings</p>
<p>Pupil Personal Development</p>			

<p>Ensure there is wide representation and engagement in pupil leader groups</p>	<ul style="list-style-type: none"> ▪ Monitor pupil leader groups including School Parliament ▪ Senior Leadership Team target/appoint if necessary ▪ Monitor attendance at extra-curricular clubs and subsidise as necessary ▪ Work closely with families to support attendance at Year 6 residential 	<p>AHTs Ongoing</p>	<p>Analysis of pupil group memberships Attendance at after school club registers</p>
<p>To enable pupils to feel empowered to respect the environment and the rights of others locally, nationally and globally</p>	<ul style="list-style-type: none"> • Develop the curriculum to embed a clear focus on citizenship – with whole school events that celebrate diversity including end of term events, drama lessons, cross and inter-borough events and competitions, enterprise weeks, Design Technology challenges • Primary Futures events held twice a year to challenge stereotypes in the work place and enhancing pupils' knowledge of careers • Develop opportunities within the curriculum to enrich experiences and to develop an understanding of others through extra-curricular activities 	<p>Headship Team, AHTs, Curriculum Leaders Ongoing</p>	<p>On-going monitoring and assessment tasks including book looks, lesson visits, pupil interviews School displays and classroom environment checks</p>
<p>Support pupils' character development</p>	<ul style="list-style-type: none"> ▪ School values of Respect, Responsibility and Resilience promoted in all aspects of school life ▪ Continue to offer wide range of experience to develop character including school passport ▪ Class CALMA and yoga bugs to continue to give pupils strategies to be happy and self-regulate/have strategies ▪ Mentoring 1:1 and small groups to continue ▪ Staff to continue with behaviour guidelines including restorative conversations • Success and Always Stars recognise achievement, effort and school pupil models 	<p>Senior Leadership Team, SENDCo, Curriculum Leaders Class Teachers, Learning Mentor, Teaching Assistants Ongoing</p>	<p>On-going monitoring and assessment tasks including book looks, lesson visits, pupil interviews School displays and classroom environment checks Parent visits and parent consultations Analysis of behaviour records</p>
<p>Improve provision for pupils for whom English is an additional language, particularly new</p>	<ul style="list-style-type: none"> ▪ Ensure appropriate training is rolled out throughout the year to support teachers in the delivery of teaching and learning for EAL pupils ▪ Monitor provision of resources 	<p>Senior Leadership Team Ongoing</p>	<p>On-going monitoring and assessment tasks including book looks, lesson visits, pupil interviews</p>

<p>arrivals at the early stage of English acquisition</p>	<ul style="list-style-type: none"> ▪ Further enhance opportunities for parents to understand how to support their learning ▪ Develop rigour of identification, assessment monitoring and evaluation of provision and outcomes of EAL pupils at all stages of English acquisition ▪ Develop detailed baseline assessment and regular tracking in order to identify additional needs/barriers to learning ▪ Update induction and welcome booklets ▪ Interventions implemented where appropriate across a year group 		<p>Achievement reports, O Track analysis School displays and classroom environment checks Parent feedback</p>
<p>Ensure all groups of pupils have good attendance</p>	<ul style="list-style-type: none"> ▪ Attendance Officer and Family and Pastoral Support Officer work closely to monitor, track and support parents ▪ Analyse attendance looking for patterns and trends ▪ Work closely with EWS to target persistent absentees and offer support/challenge as necessary ▪ Termly reports to go to Trustees 	<p>Attendance Officer, Family and Pastoral Support Officer, Senior Attendance Lead Ongoing</p>	<p>Attendance data including group/individual data, persistent absence</p>