

St Bonaventure's Primary School Equality Objectives 2018-2021

St Bonaventure's RC Primary School is committed to:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity within our school and the wider community.
- Fostering good relations and promoting positive attitudes to differences between people of different backgrounds, genders, sexual orientation, ethnic origins, cultures, faiths and capabilities.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The leadership Team and Governors at St Bonaventure's RC Primary School will review the progress we are making towards our equalities targets annually and with regard to the above groups.

This policy is in line with the Equality Act 2010.

Characteristics	Breakdown 2020-21
Number of pupils	400
Number of staff (full and part time)	60
Number of governors	12
Religion	Catholic 68% other Christian faith 18% other faiths 2%
Pupil mobility (% of children who started in Reception and stayed through to year 6)	74%
Pupil Premium	11%
Ethnicity	White (all backgrounds) 79% Black (all backgrounds) 6% Mixed 9% Asian 3%
English as an additional language	30%
Special education needs	8%
Attendance	2018-19 96.72% 2019-20 93.78% 2020-21 97.39%

Based on an analysis of our results and the contextual data of the school, we have identified the following objectives as key areas for development.

Equality Objectives to be seen in conjunction with the Access Plan

Element	Objectives (Written, 2018)	Data set used	Person responsible	Review 2018-19	Review 2019-20	Review 2020-21
Attainment and Progress	<ol style="list-style-type: none"> 1. Support and monitor identified pupils 2. Develop an assessment strategy for pupils not working within their year group expectations 3. To further raise the attainment and progress of children entitled to Pupil Premium in KS2 in reading, writing and maths and ensure that they achieve outstanding/progress in line with peers/at least expected progress throughout the school. 4. All PP children who have underachieved in summer assessments will be on track by the end of the academic year. 	FFT	<p>LK/ SLT</p> <p>LK/SB</p> <p>RD U</p> <p>SW</p> <p>VG and RH/LH</p>		<p>Use of FFT to ensure all pupils meet their trajectory</p> <p>Use of contextualised data so teachers know which of their pupils are in vulnerable categories</p> <p>Use of dot stickers on books to easily identify which pupils are in vulnerable groups.</p> <p>Use of data to plan interventions</p> <p>Introduction of Famous Five and Secret 7 to target vulnerable children</p> <p>EAL strategies for learning vocab- (venn diagrams</p>	<p>Pupils who have fallen off their trajectory have been the focus of key stage and middle leaders to monitor the impact of interventions and decide next steps.</p> <p>Pupil premium children have been a priority for the National Tutoring Programme.</p> <p>Identified vulnerable pupils were prioritised for school places during lockdown.</p> <p>Term 3/4 lockdown has</p>

	5. EAL will make expected progress in maths				when teaching vocab to show mathematical and everyday language)	impacted on the progress made against the SIP priorities, some of which will be carried forward to the 2021-22 SIP. EAL remains a focus in maths for some year groups.
Teaching and Learning	<ol style="list-style-type: none"> 1. Development of strategies to ensure EAL pupils are able to access the reasoning part of the curriculum so word problems are not a barrier. 2. Develop a SEN strategy for children with severe SEN or behavioural issues 	FFT	VG LK/ SB/ SW		EAL strategies for learning vocab- (venn diagrams when teaching vocab to show mathematical and everyday language)	Staff have been supported in using sentence stems in maths lessons to support the EAL children. North Star Outreach has been a supportive agency for children displaying severe undiagnosed SEN/ behavioural issues. Moving forward, an SEN team will

						be in place for the 2021-22 academic year. Staff training on ACES/ attachment/ PDA/ ASD.
Attitudes and belief	<ol style="list-style-type: none"> 1. School environment to reflect the culture and ethos of the school. Displays in corridors and classrooms to include multilingual elements. 2. Standardised multilingual sign to be produced and displayed for all internal and parent facing external doors. 3. Libraries and resources to reflect diversity, dual language and equality. These can be changed regularly to challenge bias, stereotyping and racism. 4. Outside notice boards to show 		<p>VG</p> <p>VG</p> <p>VG</p> <p>SB/ VG</p>		<p>Some displays have translations in other languages</p> <p>All doors have welcome signs in all languages</p> <p>Library contains some dual language books and books which reflect diversity.</p> <p>Outside notice board has pictures of all staff members with their roles</p> <p>Elli characters referred to in lessons and displayed in all classrooms</p>	<p>SLT learning walk to evaluate the school environment through the eyes of different children. Revisit in term 6 to ensure that the learning environment reflects the individual children in each class.</p> <p>Equalities champion delivered staff training on diverse, positive representations in class books. This led to an audit on class reading materials.</p>

	<p>parents staff members who are points of contact.</p> <p>5. Set up Y5/6 EAL pupil group to guide the school in how it can look more multicultural</p> <p>6. Continue to embed ELLI strategies</p>		<p>VG</p> <p>BM</p>			<p>SLT to conduct pupil voice conferencing in term 6.</p> <p>Staff training on developing grit and resilience-term 6.</p>
Leadership and Management	<p>1. Training for LSAs working with 1:1</p> <p>2. SENDco to monitor the impact of interventions</p> <p>3. Whole school focus on reading at home</p>		<p>LK</p> <p>LK</p> <p>SB/ LT</p>		<p>Some LSAs have accessed SLT training</p> <p>All staff have had access to positive handling and attachment training</p>	<p>LSA's have received training on ACES/ attachment/ PDA/ ASD.</p> <p>Key stage and middle leaders have been monitoring the impact of interventions.</p> <p>During lockdown, BUG Club purchased to support children reading at home.</p>
Parents and carers	<p>1. To ensure disabled parents have the opportunity to be</p>				<p>EAL group focus on disseminating information</p>	<p>Relationships have been built with individual</p>

	<p>involved and have access</p> <p>2. To ensure equal access of information to all children and parents</p>				<p>about events to EAL parents</p>	<p>parents to ensure their needs are met. Weekly newsletter and weekly head teacher messages have been shared via website and email. Parent focus group set up to ensure that parent voice is heard.</p>
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