

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 with regard to the above groups.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

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	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	LK/ SLT LK/SB RD SW		Use of FFT to ensure all pupils meet their trajectory Use of contextualised data so teachers know which of their pupils are in vulnerable categories Use of dot stickers on books to easily identify which pupils are in vulnerable groups. Use of data to plan interventions Introduction of Famous Five and Secret 7 to target vulnerable children Revised cross curricular approach has been	

	<p>5. EAL will make expected progress in maths</p>		<p>VG and RH/LH</p>		<p>implemented to support our vulnerable pupils in making links in their learning and developing vocabulary and understanding across subjects. Projects to help vulnerable pupils by boosting confidence, engagement and status have taken place such as giving them special roles/ positions of responsibility, forest school experiences, free places at sports and extra-curricular clubs</p> <p>EAL strategies for learning vocab- (Venn diagrams when teaching vocab to show mathematical</p>	
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					and everyday language)	
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	<p>VG</p> <p>LK/ SB/ SW</p>		EAL strategies for learning vocab- (Venn diagrams when teaching vocab to show mathematical and everyday language)	
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 		<p>VG</p> <p>VG</p> <p>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</p>	

	<p>equality. These can be changed regularly to challenge bias, stereotyping and racism.</p> <ol style="list-style-type: none"> 4. Outside notice boards to show parents staff members who are points of contact. 5. Set up Y5/6 EAL pupil group to guide the school in how it can look more multicultural 6. Continue to embed ELLI strategies 7. Address the use of homophobic or gender-stereotyped language and take note of when this is used. 8. Support families of children displaying signs of identifying with another gender 		<p>SB/ VG</p> <p>VG</p> <p>BM</p> <p>SB</p> <p>SB</p>		<p>lessons and displayed in all classrooms</p> <p>Books have been ordered celebrating difference</p>	
Leadership and Management	<ol style="list-style-type: none"> 1. Training for LSAs working with 1:1 2. SENDco to monitor the impact of interventions 		<p>LK</p> <p>LK</p>		<p>Some LSAs have accessed SLT training</p> <p>All staff have had access to positive handling and</p>	

	<ul style="list-style-type: none"> 3. Whole school focus on reading at home 4. Create a more diverse environment in school involving the physical environment and the subjects taught. (new PHSE curriculum) 		<p>SR/ LT</p> <p>EG</p>		attachment training	
Parents and carers	<ul style="list-style-type: none"> 1. To ensure disabled parents have the opportunity to be involved and have access 2. To ensure equal access of information to all children and parents 		<p>SB</p> <p>SB</p>		EAL group focus on disseminating information about events to EAL parents	

- Points in red added in 2020. These will continue over into the 2021-24 plan also.