

EQUALITY OBJECTIVES

Equality Objective 1: Achievement for all pupils at the school

At Richard Hill CE Primary School we aim for equality of opportunity and to foster good relationships in engaging parents and carers, tackling discrimination and narrowing gaps of achievement where they exist.

| Outcomes: | Measured by: |
|--|--|
| The school is able to effectively analyse the data it collates on the protected characteristics of ethnicity, gender, socio-economic circumstances, religion and other groups to address any differentials in outcomes for these groups. | <ul style="list-style-type: none"> • Data analysis • Discussion with parents, pupils, staff • Lesson observations |

KEY: D= disability, G= gender, R= religion/belief, E=ethnicity, S= socio economic

| D | G | R | E | S | Activity | Progress Milestones |
|---|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | Termly assessments in reading, writing and maths analysed at group level for attainment and progress. | Assessments up to date. SLT have overview and all teachers understand relative attainment and progress of groups. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Interventions informed by data and Provision Map. | Updated intervention/provision map termly. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Pupil Progress meetings termly with focus at group level | Records of pupil progress meetings with clearly defined actions for next steps in closing gaps. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Observations of teachers by SLT and colleagues to focus on pupils of different characteristics and abilities. | Quality first teaching in place for all groups of pupils. |

Equality Objective 2: Behaviour & Attendance

At Richard Hill CE Primary School we encourage community cohesion through a growing understanding of differences and similarities within a climate where respect is promoted and discrimination not tolerated. The school promotes strong relationships especially with 'hard to reach' families and seeks to understand the barriers to good behaviour and attendance.

| Outcomes: | Measured by: |
|--|---|
| The school effectively monitors and addresses all incidents of bullying including prejudice related to any characteristics. The school works effectively to monitor and improve the attendance of all pupils and removes barriers to access. | <ul style="list-style-type: none"> • Data analysis (attendance) • Behaviour Log/Race Hate Incident Log • Observations • Discussions with information from pupils, parents and staff |

KEY: D= disability, G= gender, R= religion/belief, E=ethnicity, S= socio economic

| D | G | R | E | S | Activity | Progress Milestones |
|---|---|---|---|---|--|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | Reviewed Behaviour policy including increased rewards achievable by all pupils. | Pupil behaviour analysis shows improving behaviour and very low numbers of incidences linked to prejudice. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Anti-bullying assemblies and PSHCE focus. | Bullying is rare and dealt with effectively by the school when it arises. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Monitoring of all attendance data at group and individual level. Parents informed termly if attendance drops below 90%. | Report to governors attendance patterns shows good attendance and little variation between groups. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Monitoring by group of attendance and participation at sporting events and activities related to promotion of healthy lifestyles. | Report to governors shows no disadvantage to groups. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Monitoring by groups of participation and access to extra-curricular opportunities, including after school clubs and residential visits. | All groups of learners have equal or better access to extra-curricular opportunities, with finance and stereotype barriers removed. |