



Istead Rise Primary School - Equality Objectives 2020 2021

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence gathered through surveys, pupil and parent voice and a review of school curriculum areas. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

- **We believe all learners are of equal value.**
- **We recognise and respect differences.**
- **We foster positive attitudes and relationships and have a shared sense of cohesion and belonging.**
- **We observe good equalities practice in staff recruitment, retention and development.**
- **We aim to reduce and remove inequalities and barriers that already exist.**
- **We aim to involve all key stakeholders.**
- **We work to ensure that all children make good academic and personal progress.**

Objective	Action taken	Leading staff	Outcomes
Promote understanding and respect for differences.	<ol style="list-style-type: none"> 1. Identify opportunities in the curriculum to celebrate diversity. 2. Analyse the curriculum to ensure that diversity is at the centre of all choices (e.g. authors used) 3. Equalities and diversity policy developed system for reporting prejudice related incidents reviewed to ensure a rigorous approach 4. Use assemblies and curriculum opportunities to challenge stereotypes and celebrate festivals of a range of cultures and countries 	SLT - termly HoS Teaching Staff and SLT - termly	<ul style="list-style-type: none"> • A curriculum embedded with wide opportunities which represents the richness of global cultures. • Greater understanding and respect for other cultures and beliefs throughout the school community. • The school ethos fosters respect of the diversity and multinationalism of the school and global community.

<p>Narrow the disadvantaged pupil gap in EYFS so that a greater proportion of Disadvantaged pupils finish the year with age expected outcomes for communication and language</p>	<ol style="list-style-type: none"> 1. Pupils with low levels of communication and language competency identified during baseline 2. Staff training on supporting and developing early language 3. Interventions identified and used as necessary 4. Language rich curriculum approaches developed and embedded 	<p>EYFS staff SENCo - termly EYFS class teachers Led by Pupil Premium Lead</p>	<ul style="list-style-type: none"> • Gap in communication and language reduced at the end of EYFS
<p>Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition</p>	<ol style="list-style-type: none"> 1. Review current EAL support process at the school 2. Setup a means to communicate with parents in their own language. 3. Send parents a questionnaire and establish if systems are robust enough 	<p>SENCO SLT</p>	<ul style="list-style-type: none"> • New pupils and parents with EAL are supported and interventions put in place to ensure a positive transition to school.
<p>Provide training for all staff and governors on equality and diversity</p>	<ol style="list-style-type: none"> 1. Provide specific training to staff on the equalities act and our responsibilities. 2. Regular opportunities for all staff development throughout the year to provide training on equality and diversity. 3. Share British values and schools core values to parents, children and governors each academic year 	<p>HoS SLT - termly</p>	<ul style="list-style-type: none"> • All staff and governors aware of legislation and responsibilities of all stakeholders