

**Newton Burgoland Primary School: Equality Objectives**

**Equality Objective 1: Achievement for all pupils at the school**

At Newton Burgoland 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 if they exist. The school recognises that good habits for learning including a growth mindset are key factors in achievement. The curriculum is adaptive to cohort and individual need; LOfC is embedded and an ethos of mutual respect and care is evident throughout the school.

Outcomes:	Measured by:
Any differentials in outcomes for groups of pupils are narrowed or closed.	Data analysis Discussion with parents, pupils, staff Lesson observations

Preventing discrimination by disability, gender, religion/belief, ethnicity, socioeconomic promoting British Values, tolerance and understanding for life.

Activity	Progress Milestones
Implement a new phonics scheme to address gaps callused by national lockdowns	All staff have completed CPD Lessons have been observed and are consistent Phonics catch up teaching is in place
Termly assessments in reading, writing and maths analysed at group/ individual level for attainment and progress. These have been updated to meet new curriculum demands; and are used to support learning. Increased monitoring and support is in place to address learning gaps from 'lockdown'	Assessments up to date. Governors receive updates and provide challenge. Pupils are aware of their successes and next steps. They have high levels of self-belief. Pre/ post teaching is in place as needed
Interventions informed by data and Provision Map.	Updated intervention/provision map termly.
Pupil progress meetings termly with focus at g r o u p level and at individual level for vulnerable pupils.	Records of pupil progress meetings with clearly defined actions for next steps in closing gaps (where
Developmental work with teachers and support staff to focus on pupils of different characteristics and abilities. Anti- bullying award, Everyone's welcome. PSHE curriculum and R- time	Quality first teaching in place for all groups of pupils. New staff are trained
Participation data is analysed and action taken as needed, including support at lunch and playtime where attendance is not possible.	All pupils are able to participate in extra-curricular clubs, take on leadership roles. All pupils have at least 90% attendance.

Equality Statement 2021-2023

Specialist assessments are in place where needed to support provision	Parents are confident that pupil needs are being met and that information is prepared for transfer.
PREVENT agenda addressed within curriculum All staff trained	No pupil is isolated
There is high quality partnership between home and school for pupils who need additional support	Pupil progress meetings take place termly with SENDCO, class teacher and family
The school is responsive to observed 'historical cultural norms' which may promote an acceptance of inequality – in particular violence against women	Record sheet in place and actions taken

**Equality Objective 2: Participation, Behaviour & Attendance, promotion of British Values, tolerance and understanding.**

At Newton Burgoland 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 participation, good behaviour and attendance. The school actively supports the development of self-esteem and confidence for all of its pupils.

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 and participation. The school teaches children about the protected characteristics	Data analysis (attendance/ participation) Behaviour Log/Race Hate Incident Log Observations Discussions with information from pupils, parents and staff Analysis with governors

Preventing discrimination by disability, gender, religion/belief, ethnicity, socio economic, promoting British Values, tolerance and understanding for life.

Activity	Progress Milestones
Parental induction and support takes account of family circumstances. Additional support and induction time is offered to enable parents and pupils to fully participate. External agencies are involved as needed. All parents are encouraged to attend events in school or work with the PFA.	Parents report satisfaction with process of induction and feel that they are able to contact the school for support or information. Parent survey by governors indicates high levels of satisfaction
Regular meetings are held with parents needing support or reassurance. parents encouraged to self-refer (see website)	Parents feel that they are able to contact the school for support or information. All parents are included in the life of the school. Parent survey is positive. Website information supports families.
Anti-bullying assemblies and PSHCE focus. Mindset interventions PREVENT in place- risk assessment completed with local partners.	Bullying is rare and dealt with effectively by the school if it arises. Governor monitoring indicates school policy is effective Anti- bullying Award renewed
Monitoring of all attendance data at group and individual level. Parents informed termly if attendance drops below 92%. School has a dedicated attendance officer.	Report to governors/ monitoring by pupils and curriculum policy: attendance patterns shows good attendance and little variation between groups.
There are regular opportunities for staff to share worries about pupils in order that support is tailored to need, including counselling. Parents are encouraged to ask for support from the early help team.	Support is provided before 'crisis'.