

Equality Objectives 2016-2019

Public Sector Duty	Equality Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Eliminate, discrimination, harassment and victimisation.	<p>Develop awareness and understanding of homophobia and gender identity related discrimination.</p> <p>Continue to maintain low incidences of bullying. Reported incidences of racist and anti-disabled nature decrease.</p>	<ol style="list-style-type: none"> 1) Staff to receive training related to understanding the impact of homophobia and gender related discrimination. 2) Arrange visiting company to deliver workshop for children entitled 'About a boy' to raise awareness of homophobia and gender identity discrimination. 3) Class teachers to plan Circle time, P4C lessons to follow up work in assemblies and visit. 4) Arrange various assemblies to raise awareness. 5) Following assemblies, input and play- an article to run in Newsletter. 6) Ensuring that gender equalities / roles are understood. 7) Raise children's awareness of different types of family; inc ch who live with same sex parents, whose parents are separated etc. through the Christopher Winter's Project. In Early Years use of stories to promote tolerance and awareness of differences. 8) Review the behaviour policy and audit its impact in school. 9) Records of incidences of bullying to be logged and analysed. Action to be taken to address any recurring themes. 10) Anti-bullying week. 11) School Council to consider 	<p>Executive Head Teacher (EHT)</p> <p>PSCHE/EHT</p> <p>Teacher/Senior Leadership Team</p> <p>All staff to record incidences. Leadership to coordinate the School Council.</p>	Yearly review	<ol style="list-style-type: none"> 1) Christopher Winter's Project successfully launched and now being embedded. Year 5 trip and P4C sessions used to tackle prejudice in this area. Educate and Celebrate (LGBT) workshops carried out to tackle discrimination. July 17. 3) Process of tackling discrimination started, but needs further work. Some homophobic language incidents have occurred in school, but children are starting to demonstrate greater awareness of the seriousness of offence they are causing others. July 17 7) Being achieved through the Christopher Winter's Project. Stories are used in the EY to share an understanding that there are different types of families. 8) Behaviour policy was reviewed and teacher training provided. Audit not yet conducted. July 17 9) Records of incidences are being logged now on Arbor and there is an increase of dissemination. Recurring themes are being addressed: E.g work on counteracting homophobia,

		strategies to avoid bullying incidence.			football related incidents identified. New red/yellow card system introduced. Coaches led an assembly and discussed rules, fair and appropriate play. 10) Anti-bullying week conducted. Some year 6 children who had been involved in a bullying incident – conducted a play to educate their peers about the impact of bullying. July 17
Advance equality of opportunity between different groups.	Raise attainment of children receiving pupil premium across the school.	<ol style="list-style-type: none"> 1) Employ a 'Pupil Premium' Leadership Teacher to have responsibility for raising the attainment of children receiving Pupil premium 2) PPLT to analyse data to identify gaps in attainment and identify aspect where attainment needs to be raised. 3) Organise precision interventions to raise the attainment of these children. 4) Ensure deployment of staff meets needs. 5) Improve teaching and learning including differentiation for vulnerable groups. 6) Lead on booster provision to raise attainment. 7) Staff appraisal to be linked to raising attainment and achievement of vulnerable children. 8) Introduce new interventions: Third Space Maths, Lego therapy etc. 	<p>Executive Head Teacher</p> <p>Pupil Premium Leadership Teacher</p> <p>PPLT/Inclusion Leader</p> <p>Head Teacher Inclusion Leader</p> <p>PPLT</p> <p>PPLT</p>	<p>Jan 17</p> <p>Spring 17 Then yearly</p> <p>Yearly</p> <p>Autumn 16</p> <p>Spring 17</p>	<ol style="list-style-type: none"> 1) Achieved. 2) Data has been analysed and children identified for support July 17. Action ongoing. 3) Intervention carried out and review of performance indicated within the pupil premium review document. 4) Appraisal documents were linked to raising achievement. July 17 5) Third Space introduced. Some children found it more difficult to access – so this year it targets higher ability children who need to be stretched. Sep 17
Foster good relations between different groups.	To promote the 'British value' of mutual respect within the school community -	<ol style="list-style-type: none"> 1) Ensure emphasis on the British Values throughout the curriculum and in all aspects of the school. 2) Create a display to highlight how 	Inclusion Leader	Ongoing Yearly review	<ol style="list-style-type: none"> 4) Disability week successfully carried out and pictures added to the website. 5) Assemblies carried out re autism,

	<p>with a focus on race, religion, age and disability.</p> <p>Continue to promote the school's values to be; Caring, courageous, ambitious. Resilient, empathetic</p> <p>Increase awareness of disability.</p>	<p>RPS lives the British Values alongside our own school values on a day to day basis.</p> <ol style="list-style-type: none"> 3) Continue to encourage an appreciation of the school's cultural diversity through events such as Black History month and Cultural Day. 4) Disability awareness week/day. 5) Workshops for children promoting a greater understanding of the achievement of those with disabilities. 6) Assemblies promoting understanding of types of disabilities including hidden disabilities such as autism. 7) Increase information for parents about disabilities. 8) Embed school values which all children understand and work towards achieving 9) Introduce of Star of the Week assembly and highlight the special nature of these awards. Continue to encourage empathy and a caring attitude through the 'caring award'. 10) Organise various clubs which a run by children to support the work in school e.g. garden club, news reports, charity clubs etc which will lead to young entrepreneurs (SMSC Co) 	<p>Leadership team /PSCHE coordinator</p>	<p>Spring 17</p> <p>Yearly</p> <p>Autumn 17</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 17</p> <p>Spring 17</p>	<p>disabilities, dyspraxia, dyslexia.</p> <ol style="list-style-type: none"> 9) Star of the week assembly introduced and Caring Award used to identify children who are supportive of their peers. 10) Enabling Enterprise week a success and children presented during International Day. July 17 11) A number of charities supported: Red Nose Day, Autism awareness, Christmas Jumper Day, Children in Need, Greenfell disposed fund, Cancer research. A year 6 child led this research.
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Accessibility Plan 2016-2019

Accessibility Area	Access Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Improve access to the physical environment	Improve the physical environment for people with mobility difficulties.	<ol style="list-style-type: none"> 1) PEEP system to be reviewed to ensure that all reception based staff follow its procedures. 2) All staff who receive visitors at reception need to ask if there are any access requirements that the school should be aware of, particularly in relation to any requirement for support in case of fire. 3) Clearly display on the website clear options on how to arrive on site particularly for those who may need additional access requirements. 4) Mark out walking routes within the car park to aid safety and access routes for those who may be hearing impaired. 5) Ensure that all doors are colour contrasted against the surroundings to aid people with impaired vision. 	Inclusion Leader	<p>Spring 17</p> <p>Summer 17</p> <p>Autumn 17</p> <p>Autumn 17</p>	
Improve access to the curriculum	To establish effective mental health strategies which promote positive self-esteem and motivation	<ol style="list-style-type: none"> 1) Whole school INSET on Mindfulness for staff 2) Follow up on INSET training with all staff. 3) 15 Lessons to be taught over the Autumn Term in all classes. 4) Each class to follow the scheme of work and lesson plans provided. 5) Plans are delivered and monitored half termly. 6) Pupil voice for impact of mindfulness at the end of Spring Term. 7) Support the SEN teacher/Safeguarding team in terms of referrals of ch who show mental health issues. 8) Set up social skills group using 'Talk about' to improve the social skills of autistic children. 9) Introduce Lego therapy as a means of developing children's collaboration and social skills. 10) Continue to use and analyse well-being and 	<p>DHT</p> <p>DHT</p> <p>Inclusion Leader</p> <p>Termly</p>		<p>Mindfulness training delivered and new staff to be trained in October 17.</p> <p>Lessons taught successful and mindfulness used within the day.</p> <p>Pupil voice included in terms of review of impact.</p> <p>Talk about used to support children with social skills difficulties.</p> <p>Lego therapy introduced and used weekly with a group of children. SALT therapist monitoring.</p>

		involvement indicators to monitor mental health of children's.			PSCHE Lead has led on analysing the well-being and Involvement indicators. July 17
Improve access to the curriculum	<p>To provide effective and timely CPD to ensure quality first teaching in every class</p> <p>To ensure that Teaching Assistants and Teachers have a better understanding and knowledge of barriers to learning that may impact on children and develop their expertise to provide support for children with SEND.</p>	<ol style="list-style-type: none"> 1) Complete the Investors in People Award. 2) Complete a skills audit for all teaching and support staff 3) Analyse a SWAT analysis (strength, weaknesses, action, threats) 4) Create an action plan for CPD needs across the school. 5) Organise a staff meeting timetable to cover staff training as required to fulfil SDP targets 6) Follow up on training needs as identified by the appraisal Process 7) Focus on improving teachers: Questioning, Differentiation, Increasing child productivity / independent learning Assessment for learning / feedback 8) Access external training where this is needed. 9) Continue to develop coaching practices among all staff. 10) Link with other schools to raise attainment of teaching. 11) Carry out teacher and parent questionnaires. 12) Outline clear expectations in terms of support for SEND children. 13) Ongoing training for staff related to SEND issues. 	Inclusion Leader	<p>Summer 17</p> <p>Spring 17</p> <p>Spring 17</p> <p>Ongoing</p> <p>Ongoing</p> <p>Yearly Autumn 16 – termly/yearly</p>	Postponed till 2017-18
Improve access to information	To improve the user friendliness of a variety of media available for parents and children.	<ol style="list-style-type: none"> 1) HoS / EHT to organise coffee mornings to talk about concerns or suggestions that parents might have to improve the school and its communication systems. 2) Run a range of parent workshops for e.g. phonics, curriculum subjects, SEN and SALT. 3) Run parent workshop to support the transition process for year 6 parents. 4) Support EHT to ensure that the website is up to date and inform parents of activities and progress of the school via school newsletters. 5) Review the SEN information report ensuring it is up to date and includes additional 	<p>Inclusion Leader/EHT</p> <p>Inclusion Leader/ Teachers</p>		<p>A number of workshops run throughout 16-17. New workshop schedule in place for 17-18.</p> <p>Secondary school transition workshop conducted Sep 17.</p>

		<p>information regarding the Local Offer and types of SEN needs.</p> <p>6) Organise for LA representatives to hold a Workshop explaining what is on offer to support parents.</p> <p>7) Extend the school's website to include useful educational links to support home learning.</p>	<p>Inclusion Leader</p> <p>Inclusion Leader</p> <p>Inclusion Leader</p>		
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