

Appendix 1

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	

		strategies to avoid bullying incidence.			
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>	
Foster good relations between different groups.	<p>To promote the 'British value' of mutual respect within the school community - 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>	<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 RPS lives the British Values alongside our own school values on a day to day basis. 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. 	<p>Inclusion Leader</p> <p>Leadership team /PSCHE coordinator</p>	<p>Ongoing Yearly review</p> <p>Spring 17</p> <p>Yearly</p> <p>Autumn</p>	

	<p>Increase awareness of disability.</p>	<p>5) Workshops for children promoting a greater understanding of the achievement of those with disabilities.</p> <p>6) Assemblies promoting understanding of types of disabilities including hidden disabilities such as autism.</p> <p>7) Increase information for parents about disabilities.</p> <p>8) Embed school values which all children understand and work towards achieving</p> <p>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'.</p> <p>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>		<p>17</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 17</p> <p>Spring 17</p>	
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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>		

		involvement indicators to monitor mental health of children's.			
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>	
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 information regarding the Local Offer and types of SEN needs. 	<p>Inclusion Leader/EHT</p> <p>Inclusion Leader/ Teachers</p> <p>Inclusion Leader</p>		

		6) Organise for LA representatives to hold a Workshop explaining what is on offer to support parents. 7) Extend the school's website to include useful educational links to support home learning.	Inclusion Leader Inclusion Leader		
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