RPS Appendix 1

Equality Objectives 2019-2022 1st Review: Dec 2020

Public Sector Duty	Equality Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Eliminate, discrimination, harassment and victimisation.	To continue to narrow the gap between boys' and girls' attainment in all subjects	1. (Year 1) girl heavy cohort (23 boys vs 34 girls). Ensure topics and reading books are girl friendly and interests them. 2. (Year 3) boy heavy cohort (36 boys vs 29 girls). (Year 4) boy heavy cohort 45 boys vs 25 girls. Ensure topics and reading books are boy friendly. 3. Audit the curriculum considering boy v girl interest level. 4. Conduct a pupil voice survey encouraging boys and girls to reflect and evaluate the curriculum. 5. Curriculum arranged to cover Pirates, Shackleton etc. to interest boys. 6. Reading books include a selection of Anthony Brown 7. Create stimulating writing areas for boys to access. 8. Boys to be targeted for librarian duties. 9. Invest in Project X e- books 10. Deliver a parent workshop to target boys' achievement. 11. Invite male role models into the school for 1:1 reading sessions in years 3 & 4. 12. Opportunities for challenge across learning in alll areas.	English Lead/English Consultant All teachers to consider their own classes AHT AHT English Lead/Humanities lead and AHT with an overview of the curriculum CT English Lead English Lead SMSC Lead CT	2019-20 Spring 20 Spring20 Autumn 20 Autumn 19 onwards Spring 19 & 20 Summer 20 Ongoing	**December 20 Review comments:** Reading books and topics for classes have been reviewed. Due to Covid-19 there is no current end of year data to analyse. Staff had reviewed performance in Spring term and noted that a higher proportion of SEN children were boys impacting on boy attainment. Achieved Autumn 20 Achieved Autumn 20 Currently not possible due to Covid restrictions.
Advance equality of opportunity between	To adapt the curriculum to ensure	1. Identify and address barriers in FSM and PP groups to ensure more rapid progress for pupils.	SLT	Ongoing	**December 20 Review comments:** Due to Covid-19 there is no current year data to analyse.

different groups.	that the needs for all pupils are met	2. Adapt the PP spend to support the progress of pupils in receipt of PP 3. Monitor the progress of identified pupils (SEND and PP) during Pupil Progress meetings and action intervention and strategies to support.	AHT/SLT All leaders	Spring 20/21 Ongoing	
	To embed changes to the SEND provision to ensure that all SEND pupils make at least expected progress	1. To ensure curriculum and lesson planning provides effectively for pupils with SEND. 2. To improve whole school assessment tools to evidence progress across the school in all phases. Link with Cherry Gardens project 3. To increase the number of parent workshops provided to help support parents and pupils with SEND. 4. To liaise with SMSC lead to implemenet Zones of regulation as a whole school approach.	CT/SENCO/SLT SENCO SENCO/SLT SMSC/SENCO	Ongoing Autumn 19 Ongoing Spring 20	Cherry Garden Branch map is used as an assessment tool to map the progress of ASD children with significant need who operate outside of the national curriculum. This includes social and emotional aspects of the child's learning. Prior to lockdown a number of workshops occurred and parents were signposted to a range of course. ZoR training has been delivered to staff, parents and is fully operational.
Foster good relations between different groups.	Develop parent communication and engagement with the school	1) Arrange workshops covering relevant aspects which affect parents and their children e.g. reading, phonics, SEND, Behaviour etc 2) Offer regular open mornings to continue to market the school. 3) Continue to have two yearly information sessions where school shares teaching approaches or new initiatives and parents' views are gathered. 4) Ensure parents concerns, complaints and or worries are appropriately dealt with. 5) Do a parent questionaire about skills they will be willing to share with children so that parental expertise	SLT EY lead HoS/EH/LT SLT HoS	Ongoing Yearly review Ongoing 5 per term approx. Autumn and Summer each year Spring 20	A range occurred in 2019: phonics, Secondary school admissions, Maths Mastery, SATs preparation etc. 20-21 the school is now creating webinar/recorded sessions for parents. Open mornings occurred regularly prior to lockdown. The school are endeavouring to put together a virtual open tour. These occurred for the past 2 years. This will not be possible 20-21. Parent protocol and communication documents have been provided for parents.

	Pupils are able to recognise the dangers of inappropriate use of mobile technology and social media	can be used to support carreer days or specific events 6) Regular parent coffee morning workshops to be held covering various topics including SEND, reading, Relationship and Sex education etc. 7) Arrange assemblies across the year to cover this aspect 8) Arrange for year 5 and 6 pupils to take part in the NSPCC workshop 9) Arrange a debate with debate mate for year 5 and 6 pupils to participate in. 10) School council to conduct a survey amongst pupils. 11) Arrange for a parent workshop around online safety. 12) School council to lead online safety workshop for parents with the support from the IT lead.	SLT/ELT HoS SIO Debate Mate lead SMSC lead	Ongoing Termly Summer 20 Termly ongoing Summer 19 Spring 20 each year	Achieved. Debate mate a huge success. Digital leaders introduced 2019-20 however, lockdown has interrupted these arrangements.

Appendix 2

RPS Accessibility Plan 2019-2022 First Review: Dec 20

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.	1) Clearly display on the website new access points to the school as they change during the new build. 2) Ensure signage is clear on gates for visitors to the school. 3) Ensure that the disabled parking bay continues to be accessible during building work. 4) Ensure that all doors are colour contrasted against the surroundings to aid people with impaired vision – in the new build. 5) Review the acoustics of the new building during building work progresses. 6) Provide ear defenders as barriers to noise where this may be required for children with needs.	EH/HoS EH/HoS EH EH EH	Spring 20 Spring 20 Spring 20 Spring – Summer 21 ongoing	**December 20 Review** A plan of the new school layout was given to parents in the Summer term 20. Pictures of new gate arrangements were provided before children returned to school in September. Disabled parking bay is still accessible. Doors are blue and contrast to the wall. Provided for some children when there is additional noise.
Improve access to the curriculum	To establish effective mental health strategies which promote positive self-esteem and motivation. Structured and specialised support for children with significant Pastoral Needs Ensure staff have adequate training to recognise and respond to mental health needs.	1) Continue to promote and use the Mindup programme to develop and support self-regulation. 2) Ensure that 3 Mindfulness brain breaks occur during the day. 3) Training and development for all staff 4) Trauma and Adverse childhood experiences information and training 5) Review expectations of Code of Conduct, Safeguarding, Teacher Standards in relation to managing behvaiour. 6) Review Behaviour Policy 7) Zones of Regulations to be used across the school. 8) Pastoral plans evident. 9) Establish funding through the Healthy Schools bid to offer Trauma Yoga for targeted pupils.	SLT SMSC lead EH HoS HoS SENCO/CT HoS/SENCO DH	Ongoing Autumn 19 Autumn 20 & 21 Ongoing Spring 20 Spring 20 Autumn 19 Autumn 19	**December 20 Review:** The school has now completed 3 separate training sessions around being a trauma informed school. We have 5 adult mental health first aiders on site. Staff have all received training regarding Zones of Regulation and are using this, brain breaks and mindup in classes. Behaviour policy, safeguarding policy and code of conduct have all been reviewed.

		10) Complete baseline Tracking Information and review after each term. 11) Secure the Yoga teachers to deliver the programme. 12) As part of the Champion Schools become a centre for sharing Trauma informed practices with other schools	DH EH	Autumn 19	Yoga project occurred in the Autumn 19 and Spring 20 term prior to lockdown. The programme had a significant impact on the wellbeing of children. In spring 20 yoga for children with ACEs is planned.
Improve access to information	To improve the user friendliness of a variety of media available for parents and children. Improve access to information for parents regarding mental health and family support	1) Ensure that a variety of differentiated strategies are in place that improve accessibility for children with additional needs. E.g. overlays for dyslexic children, print outs during carpet sessions for those with visual needs. Additional signs for those with hearing impairments. TA support if appropriate to explain and clarify. 2) Ensure information for parents is user friendly and available in different formats. 3) Offer workshops and support for parents who may have difficulty accessing information e.g. emailing, texting, hard copies when needed. 4) Arrange a range of parent workshops to enable parents to access information and resources. 5) Signpost parents to appropriate support groups, networks or support services. E.g Early help service. 6) Organise Early Help meetings for parents in school to support engagement with services early.	CT/SENCO HoS/EH SLT SLT/CT SLT	Ongoing Ongoing Termly Termly ongoing	**December 20 Review:** Variety or different resources and strategies are being used in classes by children. Information is now presented to parents via text, email, teacher direct emails, Teams meeting and using recorded webinars. Workshop are all currently virtual – which is more accessible for some parents but this is dependent on ownership of devices.

Key: Green= achieved Brown =partially worked on