

## EQUALITY OBJECTIVES 2018 – 2021

The Governing Body of The Hendreds School has agreed the following Equality Objectives:

### Teaching and Learning

Equality Objective	Success Criteria	Actions	Protected Characteristics
To ensure that our teaching staff takes into account the learning needs of all our pupils through work schemes and lesson planning in order to improve attainment	Quality first teaching in all classes and increased progress of children at risk of under-achievement  Maintenance of good attendance rates  All pupils able to access extra-curricular learning opportunities	<ul style="list-style-type: none"> <li>• Continuous monitoring of attendance as well as attainment within staff meetings, also through the Curriculum and Parents sub-committee</li> <li>• SMT will identify INSET needs and plan for any necessary training</li> <li>• SMT looks at potential intake for the following term/year to identify training needs as appropriate</li> <li>• Psychotherapy counselling arranged for vulnerable children (ongoing).</li> <li>• No vulnerable learners are prevented from undertaking an extra-curricular activity because of cost or lack of adult support</li> </ul>	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓
To enable staff to relate to children what constitutes prejudiced behaviour and instil the confidence to challenge it appropriately	Staff feel confident in supporting children in challenging and addressing any issues of prejudiced behaviour	Annual training session with all teaching staff focusing on issues relating to equality and cohesion	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓
To make staff and pupils aware of the importance of language and to ensure the use of non-discriminating language in all our literature	Teaching and Learning Governors monitor and report three times a year	Termly visits by teaching and learning governors reviewing available teaching material, school displays and the general delivery of lessons with reference to equality and cohesion	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓

To use materials which reflect a range of cultural backgrounds with awareness of stereotyping	Relevant classroom texts are chosen  Collective worship includes resources to reflect all pupil groupings and the wider world	Provision of teaching opportunities, educational visits and extra-curricular activities that reflect all pupil groupings and those of the wider world.	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓
To ensure all staff have solid knowledge of what constitutes discriminatory behaviour and the confidence to challenge it	Few or no incidents of bullying/abuse	Annual training session with all members of staff on discriminatory behaviour and ways to challenge it	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓

#### Review March 2019

- Attendance and attainment has been monitored at Curriculum and Parents Sub Committee Meeting through Target Tracker and school data analysis (December 2018, January 2019, March 2019)
- Rigorous internal and external monitoring is in place through use of Target Tracker (every 6 weeks internally), plus visits from ODST School Improvement Partners (October 2018, December 2018, March 2019)
- Standing item on weekly staff meeting identifies children at risk of underachievement
- Attendance for vulnerable pupil(s) has improved by 10%
- All pupils accessed KS2 residential trips (Osmington Years 5 and 6, Court Hill Years 3 and 4)
- Lesson observations, learning walks and book scrutiny show PP children and other vulnerable learners are engaged with learning and being supported / challenged appropriately so they make rapid progress.
- Choice of class read-aloud literature reflects a variety of issues, e.g. relationships, discrimination
- Enriched curriculum has included residential field trips (Autumn Term), Christmas Shopping in Oxford (Years 5 and 6), Latin for KS2: children's horizons are raised no matter their home circumstances – all within the school day, levelling the playing field; drama (**all** pupils took part in either the Nativity and Christmas Soldier performances)
- Collective Worship programme (daily)
- Weekly judo for **all** pupils as part of PE curriculum
- Discriminatory behaviour and ways to challenge it are discussed on a regular basis through curriculum coverage and staff meetings.

Employment

Equality Objective	Success Criteria	Actions	Protected Characteristics
<ul style="list-style-type: none"> <li>• To clarify with all staff what constitutes a violation of the Equality Act 2010 and to instill the confidence to challenge such behaviour appropriately.</li> <li>• To remove or minimise any barriers to teaching related to the protected characteristics.</li> <li>• To set employment policy criteria which do not discriminate against staff.</li> <li>• To ensure the school development plan and management strategies comply with the Equality Act 2010 and reinforce a culture of integration and cohesion.</li> </ul>	<p>Staff and Governors are aware of their rights and duties under the Equality Act</p>	<ul style="list-style-type: none"> <li>• Annual training session with all staff on their rights under the Equality Act 2010.</li> <li>• Familiarise all governors with their rights and duties under the Equality Act 2010.</li> </ul>	<p>Race ✓            Disability ✓            Gender ✓            Religion or Belief ✓            Sexual Orientation ✓            Age ✓</p>

Review March 2019

- The Equality Policy was reviewed and approved by the Full Governing Body in June 2018.
- The ODST Policy Guidance was adopted by the Full Governing Body in January 2019

## Accessibility

Equality Objective	Success Criteria	Actions	Protected Characteristics
<ul style="list-style-type: none"> <li>• To ensure equality of access for all pupils and prepare them for life in a diverse society.</li> <li>• To create a physical environment that is accessible to all.</li> <li>• To create an academic environment accessible to all.</li> <li>• To ensure all pupils can participate in out of school activities including field study trips, theatre visits etc.</li> <li>• To provide written information for pupils or parents/carers with disabilities in a form which is user friendly and appropriate to their needs within a reasonable time frame.</li> <li>• To set admissions policy criteria which do not discriminate against pupils.</li> <li>• To provide physical aids to access education through SEN framework when it relates to a particular pupil.</li> <li>• To provide adequate planning and provision of physical aids to education through planning.</li> <li>• To ensure that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, staff information and training.</li> </ul>	<p>Objectives met so that <b>all</b> children have access to education and equality of opportunity</p>	<ul style="list-style-type: none"> <li>• Termly visit by the health and safety governor reviewing the site with view to maintain and improve accessibility.</li> <li>• Regular meetings of SMT and SEN governor to ensure adequate provision of access to the curriculum by disabled pupils.</li> <li>• Raising awareness of disability of the whole school staff through a programme of training, when individual need arises.</li> <li>• Weekly staff meetings where individual attainment is closely monitored and possible adjustments are being discussed.</li> <li>• Parents for whom English is not their first language being met by either a member of staff or an appointed governor to establish their needs, helping them and their children access all necessary information.</li> </ul>	<p>Race ✓            Disability ✓            Gender ✓            Religion or Belief ✓            Sexual Orientation ✓            Age ✓</p>

Review March 2019

- SEND Governor review each term, reporting to FGB
- Relevant staff are aware of provision and priorities, particularly with respect to EHC Plans

- Through precision teaching, learning is targeted to meet the needs of individual children
- Target Tracker/data analysis every six weeks ensures correct provision is in place to improve outcomes
- Parent Teacher Interviews three times a year (and more when needed) ensure parents have all necessary information
- H&S Governor visit each term, reporting to FGB, to review the site with a view to maintain and improve accessibility
- SEND Governor and Headteacher liaise to complete SEND Report