



This document should be read alongside the school Equalities Policy (which is based on the Blackburn Diocesan Model Policy). It addresses equality at all levels and includes : disability / gender / race / religion and belief / sexual orientation / access to provision and activities / external services and provision / needs within current home situation

There are 2 sections:

1. Specific equality objectives which are being addressed this academic year (from current school analysis)
2. On going objectives which form part of the schools commitment to equality each year

Specific objectives (linked to the SDP or current school analysis) Academic Year 2020 - 2021

Objective	Actions	Success criteria	Monitoring and reporting	Review / Evaluation
Address gaps in learning caused by Covid pandemic – those with less access to technology / parental input	<ul style="list-style-type: none"> • All class teachers to carry out ongoing diagnostic assessments with all children following lockdown • Groups established for academic support – small groups / 1:1 • During lockdown – technology supplied for the small number who did not have access to hardware • SEN support reviewed and appropriate intervention / provision in place for all (e.g. ASD support / EBD / VI) 	<p>All pupils have accurate assessments in place; intervention is planned where needed.</p> <p>Specific interventions planned as required.</p>	<p>Monitored via SLT meetings and reported back to governors</p>	
Address mental health and well being	<ul style="list-style-type: none"> • As part of return to school <u>all pupils</u> monitored for need for emotional and well being support 	<p>Pastoral lead has a weekly timetable for her 2 afternoons</p>	<p>Monitored via SLT meetings and reported back to governors</p>	

	<ul style="list-style-type: none"> • Lego therapy and 1:1 nurture sessions used with pupils identified by staff or requested by parents • External support sort for children with a higher level of need – through Early intervention team / CAMHs etc • PSHE days / Life Educations sessions for all children in school 	which includes input and intervention – leg therapy / 1:1 nurture sessions / friendship skills group	Discussion with school pastoral lead	
Increase all children's physical activity levels	<ul style="list-style-type: none"> • MFC sessions once a week for all pupils during the Summer Term 2021 • Restart school sports clubs within bubbles so all chn in Y2 – 6 can access additional activity sessions • Restart swimming lessons for all in Y5 and Y6 (to ensure all meet the NC requirement of being able to swim 25m by end of KS2) 	Sessions in place and accessed by all – leading to an increased physical activity.	Monitored by PE subject lead and staff meetings and reported back to governors	

On-going objectives (to be reviewed annually in Summer Term)

Focus / Objective	Actions in place	Next steps (if needed)	Success criteria	Monitoring and reporting	Review / Evaluation
Narrow gaps in attainment and performance between groups (boys / girls etc)	<ul style="list-style-type: none"> • Termly Pupil progress meetings • Regular meetings between SENCo and teachers / slot in staff meeting for discussion • Analysis of LSIP and RAISE data 	Implement the 'catch up' programme as identified in the table above	Gaps identified are addressed and narrowed.	Monitored by SLT – any issues / follow up required reported to governors	

Support for vulnerable chn and their families	<ul style="list-style-type: none"> • Close links with family support workers and Social workers for CP children • Attendance at all TAF and CP meetings • Signposting to key agencies 		Support is in place and through evaluation seen to be effective	Monitored by SLT – any issues / follow up required reported to governors	
Support for CLA / adopted	<ul style="list-style-type: none"> • Liaison with virtual school • PEPs in place as needed • Targeted use of PP funding for CLA and previously LA chn 		Support is in place and through evaluation seen to be effective		
Equality of opportunity	<ul style="list-style-type: none"> • Full equality policy in place (based on Diocesan model) • All children have access to all opportunities • Support in place for chn who need help to access any activity • Financial support provided as needed to allow access 	Continue to review use of PP to allow wider access for all chn	Policy up to date and pupils have access to the full range of activities and services		
Sex and relationships ed	<ul style="list-style-type: none"> • Sex and relationships education policy and procedures in place • Y5 and Y6 sex ed lessons via Life Education Centre • Access to high quality resources via 	Review after Summer 21 sessions	All actions in place		

<p>Promote understanding and respect for children's differences</p> <p>Understand and celebrate diversity</p>	<ul style="list-style-type: none"> • Through RE and PSHE lessons – promote a 'world wide' view • Focussed work for Black History month • World weeks – looking at culture / religion and traditions • Celebration assemblies • Exploring values through worship / in class discussions 		<p>Children understand that people are different and should be respected for who they are</p>	<p>Monitored by SLT – any issues / follow up required reported to governors</p>	
<p>SEN support</p>	<ul style="list-style-type: none"> • Termly review of register and termly pupil passports for all on the register • Wide range of staff expertise in working with different areas of SEN • Good links with outside agencies (EP / Inclusion solutions) • SENCo has national SEN award • Training has been given to relevant staff • Children with SEN have a record of success 	<p>Full review of register following 3 national lockdowns</p>	<p>Chn with SEN have their needs met through the support put in place – seen via Annual reviews and feedback on Pupil passports</p>		
<p>Community cohesion</p>	<ul style="list-style-type: none"> • Working with partners in the village – especially the church community • Working with partner schools and clusters 		<p>School is seen as being a key part of the community</p>		
<p>Accessibility of site</p>	<ul style="list-style-type: none"> • Site is on 2 levels with only step access between lower (EYFS / KS1) and hall / KS2 levels. There 	<p>Addition of 2 level handrails between entry and hall / KS2</p>			

	is good external access to both levels and access for a wheelchair – at present there is not space to create an internal ramp	level to allow ease of access			
Promote safety of all including anti-bullying work	<ul style="list-style-type: none"> • Anti-bullying week activities and assemblies • PSHE sessions • Road safety – Right Start training for all in Rec – Y2 annually • Cycling proficiency • Water safety / life saving in swimming sessions • Internet and online safety within computing and from outside speakers (e.g. police) • Railway and water safety sessions • Fire safety talks – local fire service • Safety talks from staff before using key equipment e.g. hot glue gun in DT sessions 		Children have a good understanding of how to keep themselves and others safe	Monitored by SLT – any issues / follow up required reported to governors	