

Ashleigh Primary School and Nursery, Wymondham

“We are all stars, Ashleigh makes us shine”



ANNUAL REPORT ON EQUALITY OBJECTIVES

Persons Responsible – Inclusion Manager, Governors

Date of Policy: January 2019

Next Review Due: January 2020

Adopted by Full Governing Body

Signed

Date

Chair of Governors

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

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Review - January 2019

Ashleigh Primary School and Nursery has continued to provide a highly inclusive environment and after-school activities for all children. All adults and children are equally valued, regardless of any protected characteristic.

There have been a very small number of minor incidents of discrimination between children. All parents were informed, incidents were fully logged and dealt with by Senior Leadership Team or Headteacher, and restorative practices were actioned. The values of dignity, respect and tolerance are held at the centre of its ethos and teaching.

Equality Objectives - set January 2018

1. Strive to achieve equality of opportunity for all children in the school curriculum and out-of-school activities, regardless of any protected characteristics.
 - Monitoring completed by Senior Leadership Team each term, pupil progress meetings held by SLT with all class teachers
 - Working with a wide range of professionals e.g. EP, Point One, The Virtual School, School to School, Respectrum (autism), Specialist Schools, Parent Support Adviser, Health Professionals, Mental Health Champion
 - Family learning events

2. Monitor and analyse pupil achievement by groups with all protected characteristics; and act on any trends or patterns on the data that require additional pupil support.
 - Monitoring of club attendance
 - Close relationships with parents
 - Assembly and topic themes
 - Family learning
 - Supporting families through working with a range of professionals
 - Growing knowledge of pupils/ parents-carers/ staff in relation to the protected characteristics; newsletters, topics, assemblies
 - PATHS hub school. The school held a PATHS art exhibition based upon emotions and how these are represented through art.
 - Introduction of CPOMS eg safeguarding reviews by Head and Deputy Head

3. Develop the school community's awareness of the diversity of families, ensuring the inclusion of all in every aspect of school life, promoting understanding between cultural and religious groups.
 - Curriculum coverage
 - PATHS hub school
 - Whole school topics eg Black History Week - shared by Twitter, class blogs and school website.
 - Senior members of staff lead specific teams which incorporate Inclusion, RE, Modern Languages
 - Refugee week
 - Different cultures being celebrated in assemblies
 - Family learning
 - Specific topic delivery

4. Continue to make reasonable adjustments to meet the needs of any child or adult with a disability
 - BRAG identifies barriers to learning
 - Barriers of engagement removed or reduced for pupils/ visitors on attending family learning, events, assemblies etc
 - We work with specific professionals to ensure that reasonable adjustments are made linked to any protected characteristic are made.
 - Staff strive to bridge any difficulties for parents, to ensure written material can be accessed by all.... no matter what barriers may exist.

5. Promote positive attitudes to disability and ethnicity across the curriculum through lesson content and resources.
 - BRAG identifies barriers to learning
 - Professionals such as Educational Psychologist supports identification of need and how to meet need
 - School works with professionals such as the Virtual School, Sensory Support, Occupational Therapists and Physiotherapists in delivering bespoke programmes

6. Ensure all pupils are given the opportunity to make a positive contribution to the life of the school eg through involvement on School Council, class assemblies, fund raising etc.
 - All children are exposed to rich learning vehicles and their views are encouraged
 - Staff encourage all pupils' views to be captured and shared
 - Our active School Council meets regularly
 - Involvement with our Eco Council
 - Picture news board
 - Teachers actively invite and explore viewpoints of different children
 - EAL lead on the Inclusion team to develop a more whole-school EAL approach