

# Selwyn Equality Objectives and Action Plan:

## For the period 2018– 2020

<b>Date reviewed:</b>	October 2018
<b>Reviewed by:</b>	Leadership team
<b>Next review planned for:</b>	October 2020
<b>Policy ratified by trustees (as per the Scheme of Delegation):</b>	December 2018



**Leading  
Learning Trust**



**Selwyn**  
PRIMARY SCHOOL

PARTNERSHIP FOR SUCCESS



Selwyn Primary School Equality Objectives: 1. Advance equality of opportunity between people										Date: Autumn 2018-Spring 2020		
Objective	Current situation	Success criteria	Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/ improvement plan	Actioned by:
			Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
To identify underachieving groups or individuals and intervene.	Groups are identified and are closely tracked and provision is mapped according to need.	Identified children make at least good if not outstanding progress in a year (6 steps)	X	X	X	X				LT	SDP	Ongoing and half termly
To ensure that all pupils have the opportunity to access extra-curricular provision	There are a variety of opportunities for pupils to access wider curriculum.	Opportunities for pupils are analysed. Feedback from pupils and parents is positive.	X	X	X	X	X	X	X	Extended Provision Lead	SDP Sports Development Plan	Ongoing and termly
To support pupils and families in having an active voice in their school.	Pupils have opportunities to contribute.	Pupil voice supports positive aspirations and self-reflection. Pupils will be listened to and views monitored to evaluate the effectiveness of our practices.	X	X	X	X	X	X	X	JW	SDP	Ongoing-fortnightly
To continue the zero tolerance of extended leave during school time.	Attendance is at national expectation but key families need to be supported in achieving this.	96% for all pupils. 100% punctuality for all pupils.	X	X	X	X	X			SC	Attendance targets SDP	Ongoing-half termly

To ensure there is a gender balance of opportunity and engagement during all school sports.	Boys can dominate their preferred sport at play and lunchtimes.	Pupil feedback shows that girls have equal access to the sports of their choice during the school day.	X	X	X	X				BS	Sports action plan Public Sector Equality Duty	Ongoing-daily
Ensuring participation of parents/carers and pupils in school development	Families have opportunities to participate in school events. Feedback opportunities are available.	Families are clear about school priorities.  There are a variety of opportunities for families to give feedback.  School takes into consideration feedback and implements where appropriate.			x	x					SDP	Ongoing-termly

Selwyn Primary School Equality Objectives: 2. Foster good relations between people.											Date: Autumn 2018-Spring 2020	
Objective	Current situation	Success criteria	Equality Strand (protected characteristic)							Lead Person	Links school policy or school development/ improvement plan	Actioned by:
			Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
To promote opportunities for families and the community to be involved in supporting their children and themselves.	The school has a family hub that provides opportunities for family and community engagement	The wider school community is represented through regular attendance at workshops to support learning and community cohesion. Events are well attended. Families are able to access Workshops and advice, in addition, they have opportunities for volunteering and work experience.	X	X	X	X	X	X	X	JB	SDP	Ongoing - half-termly
To enable pupils to regularly feedback about their school.	Pupil conferences take place across the school year. This will be increased to fortnightly dedicated time.	Pupil voice takes an active part in	X	x	X	X	X	X	X	JW	SDP	Ongoing - fortnightly

**Selwyn Primary School Equality Objectives: 3. Eliminate unlawful discrimination, harassment and victimisation** **Date: Autumn 2018-Spring 2020**

Objective	Current situation	Success criteria	Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/ improvement plan	Actioned by:
			Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
To ensure all stakeholders are knowledgeable about the procedures that ensure all children are safely accessing all IT and multimedia equipment.	Regular e-safety events take place for staff, pupils and parents. Specific incidences are recorded and addressed on a one to one basis. Safety audits of equipment take place regularly to ensure they adhere to H and S limits.	All stakeholders are well informed. Incidents of unsafe use of IT and multimedia equipment are rare.	X	X	X	X	X	X	X	Computing Lead PD	IT action plan SDP	Ongoing-regularly
To monitor the protected characteristics.	Incidents of discrimination, harassment and victimisation are monitored regularly.	Incidents of discrimination, harassment continue to be monitored and appropriate action to be taken. Behaviour and Safety is outstanding.	X	X	X	X	X	X	X	GH	Own section on SDP Behaviour and anti-bullying policy  Public Sector Equality Duty	Ongoing-consistently

<p>To raise the awareness of discriminatory language and its impact on emotional wellbeing.</p>	<p>Incidents of discriminatory language are rare however it is important that it has a zero-tolerance status so that it is completely eliminated. Incidents are recorded, analysed and strategically addressed.</p>	<p>Behaviour and safety are outstanding. Children understand the impact of derogatory language and do not use it. Reporting, responding to and monitoring of all incidents is addressed and analysed for improvements.</p>	X	X	X	X	X	X	X	GH	<p>Behaviour and anti-bullying policy</p> <p>Public Sector Equality Duty</p>	Ongoing-consistently
<p>To regularly monitor the curriculum to ensure that it meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping.</p>	<p>Curriculum is varied with a wealth of opportunities.</p>	<p>Leads have a clear and coherent understanding of their area and are know that the curriculum is suitable for all learners regardless of their needs.</p> <p>All pupils are prepared well for the next stage of education. They are confident and develop the necessary skills and attitudes to equip them for later life.</p>	X	X	X	X	X	X	X	MLT	SDP	Ongoing-consistently

<p>Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success</p>	<p>Teachers have a clear understanding of expectations and standards.</p> <p>They are supported with regular feedback to ensure they know how best to improve.</p> <p>Monitoring supports teachers in identifying gaps and next steps for progress.</p>	<p>All groups of pupils are achieving well. Disadvantaged pupils are making fast progress because of the extra help to ensure that they do not fall behind. Leaders hold teachers to held to account, stringently, for the progress of pupils in their classes. Six pupil progress and become a crucial determinant for interventions. Disadvantaged pupils and pupils who have SEN and/or disabilities continue to be monitored particularly closely. Consequently, their learning and progress from personally identified starting points are as strong as for other pupils.</p>	X	X	X	X	X	X	X	LT/SLT	SDP	Ongoing-consistently
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