



Equality Objectives

2022 - 2023

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality Objectives	How will we know we have achieved the objective?	Actions (& key people responsible)	Timescale
<p>All protected groups: To improve the progress and attainment of all disadvantaged pupils so that the difference between their outcomes and those of other pupils nationally decreases.</p>	<p>The difference between outcomes for Pupil Premium children and all other children decreases. Targeted groups e.g. White British & SEN Pakistani identified and appropriate interventions implemented leading to improved outcomes at the end of the academic year.</p>	<ol style="list-style-type: none"> 1. Data interrogated termly. Progress and attainment by groups monitored through tracking system. (DHT&EHT) 2. Analyse different groups of pupil progress and achievements across the school and act on any trends or patterns in the data that require additional support for pupils. (SL's, DHT&EHT) 3. Provide intervention groups where necessary. Monitor the impact of the intervention. (SL's, DHT&EHT) 4. Monitoring timetable in place for standards and progress with a focus on disadvantaged pupils. (DHT & EHT) 	<p>Termly monitoring and reporting to governors. Summer 2023 review.</p>
<p>All protected groups: To improve attendance of disadvantaged children.</p>	<p>The percentage of persistent absence declines and the gap in attendance between disadvantaged pupils and others diminishes. An increase number of pupil receiving 100% certificates.</p>	<ol style="list-style-type: none"> 1. Fortnight meetings with Safeguarding team to discuss attendance. (DHT&EHT) 2. Half termly monitoring with EWO to identify persistent absentees and agree follow-up actions including working with 	<p>Termly monitoring and reporting to governors for Attendance & Behaviour. Summer 2023 review.</p>

		<p>families. (SAO, DHT, EHT &EWO)</p> <p>3. Follow up mtgs with ref. to Early Help to discuss next steps with targeted families. (DHT&EHT)</p> <p>4. Early Help support worker to be involved with targeted support for families & school community (under 70% attendance).</p> <p>5. Involvement with other outside agencies where appropriate. (DHT & EHT)</p> <p>6. Regular communication to parents regarding importance of regular attendance and punctuality. (EHT)</p> <p>7. Rewards, activities and acknowledgement for children with excellent attendance every term. (DHT&EHT)</p>	
<p>Race protected group: To ensure children encounter images of diversity in all aspects of their learning which will give them a deeper knowledge and understanding of the race and cultures that make up RCS community.</p>	<p>Children’s attitudes and actions reflect a tolerant view of those around them who they may perceive as ‘different’. Resource audit will show better representation of diversity than at the start of this plan. Images, books, and curriculum etc. will represent the diversity within the school & wider community.</p>	<ol style="list-style-type: none"> 1. Develop, promote and monitor resources purchased that reflect diversity and promote awareness of other cultures e.g. dolls, different types of families, languages etc. (SL’s) 2. Audit the curriculum to input more diversity. (SL’s) 3. Audit the amount of dual language books and cultural books. Purchase relevant books for classrooms. (SL’s, DHT &EHT) 4. Invite different people into school from different workforces to act as role models and inject our value of ambition into the 	<p>Termly monitoring and reporting to governors.</p> <p>Summer 2023 review</p>

		children. (CT's, SL's, DHT&EHT)	
<p>Disability protected group: To ensure that pupils with Special Educational Needs and Disabilities have equal access to the curriculum and are making good progress.</p>	<p>Knowledge and understanding of a range of SEND improved across the school by adults and children. Bank of resources developed to support teachers when dealing with a range of mental health issues. Children with SEND make good progress.</p>	<ol style="list-style-type: none"> 1. Provide specific INSET to staff on a range of specific SEN and disabilities (such as autism) and how to effectively plan and teach children with SEND. (SENCo) 2. To build on Journey of Hope support from P2B by increasing the support package from September 2023. 3. Deliver regular training sessions to TAs on different areas of SEND. (SENCo) 4. Ensure displays and resources reflect the diversity of society including people with additional needs and/or disabilities. (SL's) 5. Invite speakers / visitors to school collective worships to promote awareness of specific SEN or disabilities. (CT's SL's & SENCo) 6. To increase the amount of ELSA support available throughout the school. 	<p>Termly monitoring and reporting to governors.</p> <p>Summer 2023 review.</p>
<p>Sexual Orientation, Gender and Marriage & Civil Partnership: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity that the curriculum reflects and supports the needs of pupils with protected characteristics.</p>	<p>The school community understands that we live in a diverse country that recognises, celebrates and tolerates different views, faith and cultures. Children can talk about their different families without hesitation or being judged.</p>	<ol style="list-style-type: none"> 1. Purchase more child-friendly books that celebrate differences in sexual orientation and different types of families. (PSHE Lead) 2. Provide as many opportunities to discuss, reflect and celebrate children's differences and their families. 3. Provide more opportunities for sessions to include differences and the 	<p>Termly monitoring and reporting to governors.</p> <p>Summer 2023 review</p>

		effects that negativity may cause.(SL)	
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To employ Place 2 Be at RCS for 2 days a week, to run 1:1, small group, class support, staff support & parent sessions, across the school, in order to support the Mental Wellbeing of all children, staff & parents.