


## Equality Objectives and Information

### Objectives, Rationale and Progress

	<b>Reviewed</b>	<b>September 2024</b>
	<b>Next Review</b>	<b>September 2025</b>

	<b>Objective</b>	<b>Rationale- why are we choosing this objective</b>	<b>How will we achieve it?</b>	<b>Progress to date</b>
<b>1</b>	In delivering the curriculum, ensure it contains non-stereotypical images in order to overcome preconceived ideas of sex, ethnic origin, culture or religion.	The majority of our children come from White British homes and follow the Christian faith or no faith. Their exposure to other ethnic backgrounds and religions is limited. We want to ensure that the curriculum celebrates diversity, challenges stereotypes and extends children's knowledge of other cultures.	<ul style="list-style-type: none"> <li>• Staff to review curriculum subjects where there are opportunities to highlight and celebrate contributions of people from different cultures within and outside the UK.</li> <li>• Ensure PSHE curriculum teaches what stereotypes are and how children can challenge them</li> <li>• Develop a simple script around 'equal but different' for the pupils to understand</li> <li>• Ensure the RE curriculum provides the opportunity to visit a place of worship from a non-Christian faith each year</li> </ul>	<p>Reading spines to be compiled by English Lead to be diverse in nature (in appraisal target)</p> <p>Book fair includes diverse range of books to appeal to all groups</p> <p>Updated Jigsaw PSHE scheme includes study on stereotypes</p>

			<ul style="list-style-type: none"> <li>Ensure that the school library includes a wider range of texts that have a protagonist from a non-white background as well as books set outside of the UK</li> </ul>	SDP target 4 includes developing a script around 'equal but different.'
<b>2</b>	To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities	We believe that all children should have equal access to the school's curricular and extra-curricular offer and that families should be supported to ensure that this happens.	<ul style="list-style-type: none"> <li>Monitor club attendance to determine if all groups of pupils attend clubs</li> <li>Support parents of pupils with limited English or knowledge of the system to navigate the online club booking system</li> <li>Offer discounted/free club places to enable club attendance</li> <li>Ensure that all groups of children are represented in pupil leadership and school events such as Worship Ambassadors and choir performances</li> </ul>	<p>Free club places offered to PP children, eg: art club, netball, Rocksteady.</p> <p>The school keeps a register of children who have played sport, attended choir events, hold pupil leadership posts to ensure all groups of children are represented.</p> <p>School choir performed in church and at the Elmbridge music festival, Magical Molesey, St Paul's church with Momentum charity and included children from all genders and ethnic backgrounds.</p>
<b>3</b>	To monitor and analyse pupil achievement by sex, SEND, PP and	Our current in year tracking data shows that there is a difference in the attainment in maths between boys and girls (with more boys	<ul style="list-style-type: none"> <li>Use pupil voice, learning walks and lesson observations to determine engagement levels of different groups of pupils in lessons and how teachers respond to this.</li> </ul>	The performance of different groups of learners is monitored at pupil progress meetings

	<p>race (where significant) and act upon any trends or patterns in this data that require additional support for pupils; ensuring that groups of pupils have equality of opportunity and performance variations between groups are diminished.</p>	<p>achieving the expected and higher standard). PP children also do less well in writing. When such differences arise, we need to be aware of reasons why and have plans in place to address issues.</p>	<ul style="list-style-type: none"> <li>• Ensure all staff are aware of the progress of vulnerable groups and can identify these children in the class.</li> <li>• In Pupil Progress meetings, highlight key pupils to teachers and discuss how they can target them</li> <li>• Ensure Provision Maps in place, shared with parents and regularly reviewed for all pupils on the SEN register.</li> <li>• Target vulnerable groups through questioning and in class support</li> <li>• Target intervention to support progress of identified learners</li> <li>• Evaluate attainment and progress of key groups in Curriculum Meetings to governors Publish information on the website, such as the Equality information and objectives policy</li> </ul>	<p>and in governor meetings and relevant interventions planned.</p> <p>During learning walks, SLT observe and ensure that all groups are fully engaged through the use of QFT techniques, such as Think, Pair, Share and use of whiteboards (3,2,1 Chin it!).</p> <p>Provision Maps are in place and shared with parents who have a good understanding of their children's targets.</p>
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