Broadbent Fold Primary School and Nursery

Equality Objectives Set June 2020 – Review 2023

The following objectives are best suited to our school and the welfare of our pupils and the school community. These objectives are used as a tool to improve the school experience for a range of different pupils.

1. **Objective:** Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and post looked after children.
    Outcome: Covid had an impact on data over the last few years, however pupil progress and attainment has continued to be tracked. Vulnerbale groups are continually identified and school have developed their marking and feedback policy alongside staff and pupils. SEND / Pupil Premium is our main vulnerable group – although numbers are low across school. See whole school data to show where pupils have met and not met the end of year expectations. This target needs to be continued to ensure gaps are continued to be narrowed.

2. **Objective:** To ensure the school environment is accessible as possible to all pupils, staff and visitors.
    Outcome:
    Lighting – school have had a rewire in 2023 – which has improved the lighting across school to ensure pupils are not impaired.
    Resources – provision is in place across school to support SEND pupils e.g. wobble seat, laptops, pencil grips. Any medical needs are catered for by reviewing the environment and altering the classroom layout. Our SENCo is released to ensure high quality teaching is evident across school. Ofsted 2023 pinpointed effective provision for all pupils.
    This has been a positive impact on all pupils.

3. **Objective:** To promote mental health and wellbeing in children with protected characteristics.
    Outcome: A Senior Mental Health Leader has been trained in 2022, which ensured regular CPD for staff, audits and made high profile across school. External agencies have supported pupils e.g. The Hive. This has improved pupil's confidence, friendships and anxiety. We have an Emotional and Mental Health Practitioner on site to identify pupils and work with families. Healthy Hyde support groups of pupils suffering with anxiety. Our school curriculum uses the Anna Freud resources and assemblies ensure events such as Mental Health Day are highlighted. School has Worry Wizard Champions who focus on Wellbeing and introduced Wellbeing Wednesday to the whole school, which includes time out, yoga and calm. Gorse Hall

walks are in place to Wellbeing Walks. Forest School supports pupils across school and works specifically with vulnerable pupils. This has improved resilience, independence and collaboration. As this objective remains high prevalent in society, it will remain with a link to attendance.

4. **Objective:** To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
   Outcome: We changed our whole school curriculum and followed a PSHE Thematic approach which focusses on the world, relationships and community. This enables all pupils to understand their similarities and differences in Tameside and Greater Manchester. We ensure all our curriculum has diversity links and pupils read texts about significant people - this covers different backgrounds, gender, disability, LGBT+ and tackles current issues and themes in our society. We do P4C in key stage 2 and this successfully tackles stereotypes and radicalisation. Pupils who are transgender, we support using Stonewall material and ensure their environment is supportive e.g. toilets. Children experiencing sensory difficulties are supported in different ways to suit their needs. School is very good with linking to other schools and visitors – who share their own experiences and roles. We pride ourselves on providing first-hand experience and a broad curriculum.

How the school develops its objectives:

The school's current equality objectives represent the school's priorities and are the outcome of a careful review and analysis of data and other information. They also take into account national and local priorities and issues. In particular:

- The objectives are based on consultation conducted with staff, children, governors and parents and evidence collected and published;
- The objectives are specific and measurable – they meet the school's needs and are achievable;
- The objectives are integrated into the school improvement plan;
- The school will publish its objectives on the school website;
- The school will report annually to the Governing Body on progress towards achieving the objectives;
- Evidence will be published on the school website of the steps being taken and the progress meeting these objectives;
- Evidence of steps taken and progress made towards meeting past objectives will also be published;
- The objectives will be reviewed annually and will be updated at least every four years.

School plan of how the objectives will be met –

Equality Objective	Reason for objective. Key issues for the school. How the objective will be implemented and who will have the responsibility for monitoring the progress of the objective?	Progress / Measuring Success Date of review:
1. Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and post looked after children.	- All groups of learners will be affected by the COVID-19 pandemic. Gaps in pupil's knowledge and learning. All staff responsible for this and to be linked to new performance management Sept 20. HT/DHT – responsible for monitoring. - Catch-up programme set by government to be implemented. SLT - Interventions to be reviewed continuously and implemented to diminish the gap between their peers (locally and nationally). SEND team.	June 21 – interventions in place reading, phonics, writing, maths, PSHE. Staff trained and half-termly reviews in place. Provision Mapping in place. Parental input.
2. To ensure the school environment is accessible as possible to all pupils, staff and visitors.	- To review outdoor grounds and accessibility. SM / SLT - Review policy for SEND / accessibility. SENDCo - Put together a 5-year plan for improvement of grounds. HT / SBM - Review classroom access and equipment. SLT / SM - Improve areas of concern. HT	June 21 – Outdoor focus. Broken equipment, ensuring ground is safe / level with removal of equipment. Environment walks ensure rooms are accessible.
3. To promote mental health and wellbeing in children with protected characteristics.	- PSHE curriculum scheme to be put into place. Termly topics addressed including Relationships, transition, the wider community. PSHE Leader. - Ensure SRE curriculum needs are being met. HT. - Mindful yoga to target vulnerable pupils. Coach. - Time to talk breaks for pupils. Teachers.	June 21 – PSHE scheme and RSE scheme in place. Worry Wizard project in place. Emotionally Friendly Setting with EP. Questionnaires wellbeing completed. Pupil steering groups in place. HT completes assemblies. Sport focus and being active. Forest Schools for all pupils in place.

	- Steering groups to support pupil voice. Teachers. - Active bodies / sport to be thoroughly incorporated every day e.g. walking / running / team games. PE Leader. - Curriculum to have circle time opportunities each week to allow pupils to share current matters. HT.	
4. To promote cultural development and understanding through a rich range of experience, both in and beyond the school.	-Continue with range of experiences – impact. DHT / HT. - Review of curriculum - Long term plans and texts reflect cultural diversity. DHT / Teachers. - Encourage visitors to share experiences. HT. - Celebrate national and international events e.g. Black History. SLT.	June 21 – experience charter in place. Texts linked to culture / diversity. Visitors increased working from the community with pupils. Termly national and regional events in place.