

### Equality Objectives – Bickley Primary 2019 / 20

	<b>Diversity Strand</b>	<b>Objective</b>	<b>Actions</b>	<b>When</b>	<b>Who</b>
1	SEN	All children on the SEND register will make at least expected progress (i.e. 3 APS per year) and will reach their individual targets.	-Children on the SEND register will have additional support to address their needs and enable them to reach their targets. -HT informs SENDCo of SEND pupils identified in PPMs as not making sufficient progress for her to follow up -Impact of additional support is evaluated each term and support is changed where necessary	Ongoing – IEP review meetings each term for all children on SEND register and their progress is discussed at termly PPMs (pupil progress meetings)	All CTs (class teachers) responsible for ensuring IEP actions take place and for liaising with TAs. SENDCo leads IEP review meetings HT leads PPMs
2	EAL	All EAL pupils will make at least expected progress (i.e. 3 APS per year) and will reach their individual targets.	Children with EAL will have additional support from EAL support teacher (Shahida Mahmood) to address their needs and enable them to reach their targets. She will liaise with CTs and parents to provide guidance and support.	Ongoing. Progress discussed at termly PPMs	CTs SENDCo HT EAL teacher
4	Socio-Economic / PP	All PP pupils will make at least expected progress (i.e. 3 APS per year) and will reach their individual targets. There will be no gap between the progress and attainment of PP pupils and non-PP pupils.	-All pupils entitled to FSM (including 'ever 6' pupils) + vulnerable pupils (including looked after children and young carers) are placed on the PP register. Potential barriers are identified and addressed as far as possible, allocating PP funding to help address needs. - The attainment of PP pupils is monitored closely to ensure that the gap closes by the progress of PP pupils being higher than that of non-PP pupils. -FLO works 1-2-1 with under-achieving PP pupils to support individual needs.	Ongoing. Progress discussed at termly PPMs and finance and curriculum GB meetings and support put in place where necessary.	CTs SENDCo HT FLO PP governor
5	Gender	The gap between the attainment of boys' and girls'	Each class teacher acts as a mentor to a	Ongoing. Each	CTs

		writing is closed.	'reluctant' boy writer in KS2 to support and encourage them with their writing in order to help to accelerate progress. Expectations of girls and boys in writing will be the same. All class texts will be appropriate and appealing to boys and girls.	class teacher supports one boy per term.	Literacy co-ordinator Lit gov
6	Gender	The gap between girls' and boys' attainment in maths is closed.	Each class teacher ensures that girls contribute to maths lessons as much as boys and encourage them to do so if necessary. There is a lunchtime girls' maths club to encourage more girls to be enthusiastic about maths.	Ongoing.	CTs Maths co-ordinator Maths gov
6	Disability	Visitors in wheelchairs or with pushchairs can access the school via all entrances.	All entrances are accessible for wheelchairs and push chairs. Caretaker to ensure all are kept clear from debris.	Ongoing – regular H and S walks	Caretaker + Premises gov
7	Disability	All wheelchair users can get downstairs in the case of a fire drill, as the lifts would be out of action	There is an Evac Sledge at the top of both staircases with a wheelchair at the bottom, and staff are trained in how to use it.	Ongoing	SENDCo
8	Disability	Visitors who have difficulty walking up and down stairs are able to use the school lifts.	There are lifts for all the stair cases. Caretaker to ensure that these are serviced regularly and are fully working.	Ongoing - Caretaker	Premises gov and caretaker
9	Disability	Visitors in wheelchairs are able to use the toilet.	Wheelchair users can use the disabled toilet by the entrance to the school.	Ongoing	
10	Sexuality	There are no instances of homophobic name-calling and children understand that adults may have different sexual identities.	Address issues surrounding sexuality and issues about gender dysphoria in Yr 5 and 6 in PSHE and science curriculum by following the 'Sex and relationships' policy. The SRE and PSHE curriculum makes clear that there are many different types of families and that none are more or less acceptable than others. Any questions or inappropriate comments regarding sexuality are addressed by the class teacher or Head Teacher and any homophobic name-calling is reported to parents and recorded in the anti-bullying	Ongoing	CTs HT

			folder.		
11	Race	There are no instances of racism and all children feel proud of their culture and religion and able to share their experiences at school.	All ethnicities, religions or non – religious affiliations or backgrounds are respected in the school and children understand that different cultures and faiths impact on day to day life. This is a key and continual message across the curriculum and in assemblies. Any instances of racism are treated seriously and are reported to parents and to the LA. Instances of religious intolerance are also treated seriously	Ongoing	All staff
12	Equality	All pupils understand what ‘All different, all equal, all achieve’ means and can recognise how we ensure this is the case at Bickley.	The slogan – ‘All different, All equal, All achieve’ is looked at and exemplified frequently in whole school assemblies	Ongoing	CTs HT
13	Race	The composition of our staff should match the diversity of the school population and the local community. This is something we are working on.	Data on recruitment will be analysed for trends in ethnicity, gender and disability.		
14	Race / socio-economic / SEN	There are no consistently under-attending groups in the school.	-Attendance data is analysed each month according to classes / different ethnicity gps / PP pupils and SEN pupils. -Parents of any pupils whose attendance is lower than 90% are written to and invited in for a meeting to discuss ways of improving attendance.	Monthly attendance analysis from the school office	HT FLO