



CHOLLERTON CHURCH OF ENGLAND AIDED FIRST SCHOOL

Be the best you can be through:

challenge, nurture, inspiration, respect, happiness, inclusion, in a safe, loving Christian family.

Equality Objectives 2023 - 2027			
Objectives Intent	Responsibl e	Activities / training implications / resources / costs / time Implementation	Success criteria / monitoring / evaluation Impact
1. To further develop the school's role in promoting community cohesion - maintaining the school as the 'heart and the hinge' of the community.	HD / GG	<ul style="list-style-type: none"> • Partake in various cultural celebrations • Assembly themes - weekly • Invite visitors 	
2. Ensuring the school's core values of 'Respect and Inclusion' are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity as a strength of the school	HD / GG	<ul style="list-style-type: none"> • Subject Leaders identify the inclusive LO in curriculum policies and development plans • PSHE curriculum supports further development of an inclusive school 	Policies and action plans presented to the governors in the autumn and reviewed annually
3. Promote pupils understanding of identity, diversity community and equality Develop a culturally inclusive curriculum which celebrates equality and diversity	HD / GG	<ul style="list-style-type: none"> • Curriculum Review: Intent, Implementation, Impact • Integrate Modern British Values activities and School Linking Network activities into thematic cycle • Developing a multi-cultural curriculum / environment • Each subject action plan to refer to the need to develop a culturally inclusive curriculum and include school's core values • Black History Month activities 	



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<p>4.</p> <p>Promote effective transition into and from the school</p> <p>Review and amend admissions procedures for all pupils and international new arrivals – ensure admissions is a supportive experience</p> <p>Ensure the children are prepared for life in modern Britain, next stage of learning</p>	<p>HD Admin team All staff involved in transition activities</p>	<ul style="list-style-type: none"> • Visits to other settings • Strong links with pre-school • Support at induction meetings and initial meetings with teaching staff • Formalise admissions policy in school • Admission meetings for all new arrivals prior to school start • Information to be gained from and with previous / new settings on admission / transition • Follow-up meetings • Support with applying for places at school / high school 	
<p>5.</p> <p>Develop an effective mental health and wellbeing strategy so that pupils are resilient and to support good mental health and wellbeing</p> <p>Ensure school's approach to mental health and behaviour is part of a consistent whole school approach to mental health and wellbeing</p> <p>Provide a structured school environment with clear expectations of how each individual can support pupils</p> <p>Review use of SEN and pupil premium resources to provide support for children with mental health difficulties</p> <p>Intervene early to create a safe and calm educational environment and</p>	<p>HD / GG</p>	<ul style="list-style-type: none"> • Staff training • Children's questionnaire and School Council • Mental Health Awareness Day activities • School EHWP strategy • https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 • Signposting to external agencies 	



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strengthen resilience before serious mental health problems occur			
6. Raise achievement of all children through developing partnerships with parents, carers and families	All staff Family	<ul style="list-style-type: none"> • Parent workshops • Theme assemblies and community worship. • Open-door communication 	
7. Improve the provision and achievement for identified groups of pupils to close any gaps between them and their peers: Disadvantaged, EAL, SEN and any other group identified as with a protected characteristic <ul style="list-style-type: none"> • Develop and implement innovative strategies and high quality first teaching informed by research practice and which reflects the mastery approach 	HD / GG	<ul style="list-style-type: none"> • Ensure high quality first teaching • Allocate additional support / intervention according to need determined by progress rates • Track progress termly • Identify barriers to learning • Deliver specific interventions where necessary • Enrichment and engagement activities • Focussed staff CPD • Utilise expertise from outside school • Pupil Premium Strategy • EAL action plan • SEN action plan 	In-Year progress reports SEN support plans EHCP reviews Governing Board minutes
8. Maintain and extend opportunities for 'Pupil Voice' – creating a safe environment where pupils can speak about difficult / controversial issues	All staff	<ul style="list-style-type: none"> • School council • Peer supporters • Worry box • Friendship benches • Pupil voice at the end of each theme 	Pupils tell us that this is a 'listening' school
9. Continue to explore the similarities between faiths and practices and then safely exploring differences through the locally determined RE curriculum	HD / GG	<ul style="list-style-type: none"> • Christmas / Easter activities and celebrations • RE curriculum • Celebrations from other world faiths • Visits to places of worship • School based workshops from different faiths 	



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		<ul style="list-style-type: none"> Displays around school celebrate our inclusivity and diversity 	
ADDITIONAL ACTIVITIES			
<ul style="list-style-type: none"> To maintain the high levels of respect and equality within the school Further promote understanding and respect for differences 		<ul style="list-style-type: none"> Review revised LA Anti-Bullying policy Complete anti-Bullying Audit with children Review Behaviour Policy Family Forum – Anti-Bullying and Behaviour Policies E-safety events and activities Weekly timetabled PSHE NSPCC workshops Drama workshops Children to create own protected characteristics poster and display around school 	Discrimination free school
<ul style="list-style-type: none"> Preparing for the introduction statutory Relationships Education as part of broader PSHE curriculum 	HD / GG	<ul style="list-style-type: none"> Parent RE workshops PHSE workshops 	
<ul style="list-style-type: none"> Maintain our whole school approach to inclusion which reflects our ethos and beliefs 		<ul style="list-style-type: none"> Review Inclusion policies – link to SEN policy Review Accessibility Plan SEN CPD Effective TAs 	