



## **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.*

<b>Equality Objectives 2023 - 2027</b>			
<b>Objectives Intent</b>	<b>Responsibl e</b>	<b>Activities / training implications / resources / costs / time Implementation</b>	<b>Success criteria / monitoring / evaluation Impact</b>
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"><li>• Partake in various cultural celebrations</li><li>• Assembly themes - weekly</li><li>• Invite visitors</li></ul>	
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"><li>• Subject Leaders identify the inclusive LO in curriculum policies and development plans</li><li>• PSHE curriculum supports further development of an inclusive school</li></ul>	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"><li>• Curriculum Review: Intent, Implementation, Impact</li><li>• Integrate Modern British Values activities and School Linking Network activities into thematic cycle</li><li>• Developing a multi-cultural curriculum / environment</li><li>• Each subject action plan to refer to the need to develop a culturally inclusive curriculum and include school's core values</li><li>• Black History Month activities</li></ul>	



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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"> <li>• Visits to other settings</li> <li>• Strong links with pre-school</li> <li>• Support at induction meetings and initial meetings with teaching staff</li> <li>• Formalise admissions policy in school</li> <li>• Admission meetings for all new arrivals prior to school start</li> <li>• Information to be gained from and with previous / new settings on admission / transition</li> <li>• Follow-up meetings</li> <li>• Support with applying for places at school / high school</li> </ul>	
<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"> <li>• Staff training</li> <li>• Children's questionnaire and School Council</li> <li>• Mental Health Awareness Day activities</li> <li>• School EHWP strategy</li> <li>• <a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a></li> <li>• Signposting to external agencies</li> </ul>	



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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"> <li>• Parent workshops</li> <li>• Theme assemblies and community worship.</li> <li>• Open-door communication</li> </ul>	
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"> <li>• Develop and implement innovative strategies and high quality first teaching informed by research practice and which reflects the mastery approach</li> </ul>	HD / GG	<ul style="list-style-type: none"> <li>• Ensure high quality first teaching</li> <li>• Allocate additional support / intervention according to need determined by progress rates</li> <li>• Track progress termly</li> <li>• Identify barriers to learning</li> <li>• Deliver specific interventions where necessary</li> <li>• Enrichment and engagement activities</li> <li>• Focussed staff CPD</li> <li>• Utilise expertise from outside school</li> <li>• Pupil Premium Strategy</li> <li>• EAL action plan</li> <li>• SEN action plan</li> </ul>	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"> <li>• School council</li> <li>• Peer supporters</li> <li>• Worry box</li> <li>• Friendship benches</li> <li>• Pupil voice at the end of each theme</li> </ul>	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"> <li>• Christmas / Easter activities and celebrations</li> <li>• RE curriculum</li> <li>• Celebrations from other world faiths</li> <li>• Visits to places of worship</li> <li>• School based workshops from different faiths</li> </ul>	



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