

## Holden Clough Primary

### Equality Objectives 2021 - 2023

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

<b>Aim</b>	<b>Action to be taken</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>
Provide training for all staff and governors on equality and diversity	Provide specific INSET to staff and governors on equality training.  Use opportunities as they arise during INSET to provide training on equality and diversity.	HT to lead.  All staff and governors.	Training on equality policy and duty  <i>October 2021.</i>	ONE EDUCATION TRAINING RESOURCES  Time for meetings	All staff and governors aware of legislation and responsibilities of all stakeholders.
Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.	Parent meeting with Attendance Worker & Safeguarding Lead/ DH.  Information shared.  In class teachers will select pupils to buddy/mentor new arrivals.  SENDCO/ Teachers to make early assessment of EAL needs and identify appropriate interventions.	Attendance Worker (CP)  Safeguarding Lead (JH)  SENDCO (JB)  Class teachers and support staff.	Support on-going from date of school place offer.  Support for EAL children through appropriate interventions	Time for meetings  TA/ Teachertime for planning and delivering interventions	New pupils are supported and interventions put in place to ensure a positive transition to Holden Clough.

Aim	Action to be taken	Personnel	Timescale	Resources	Impact
<p>Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.</p>	<p>Increase the number of Pupil Premium pupils working at the expected standard for their age. Monitor the achievement of Pupil Premium pupils. Plan and deliver interventions to address gaps in learning as identified through on-going assessment.</p>	<p>AW and BH to manage PP intervention programmes</p> <p>All class teachers and TAs</p>	<p>On-going</p>	<p>Time for meetings.</p> <p>Cost of resources to support learning.</p>	<p>Gap narrowed in specific year groups and subjects (as identified through data analysis).</p>
<p>To improve the outcomes for SEN/D pupils</p>	<p>Increase the number of SEND pupils working at the expected standard for their age.</p> <p>Monitor the achievement of SEND pupils.</p> <p>Ensure early identification of SEND children.</p> <p>Plan and deliver interventions through IEPs to address gaps in learning as identified through on-going assessment. Evidence and measure impact.</p> <p>Apply for EHCPs where necessary.</p> <p>Provide support for children who are eligible for EHC Plans and evidence/ measure impact.</p>	<p>BH to manage SEND intervention programmes, monitor IEPs, BSPs and quality of T&amp;L provision for SEND children.</p>	<p>On-going</p>	<p>Time for meetings.</p> <p>Cost of resources to support learning.</p>	<p>Gap narrowed in specific year groups and subjects (as identified through data analysis).</p>
<p>To improve the outcomes for G&amp;T pupils</p>	<p>Increase the number of G&amp;T pupils working at GD standard for their age.</p> <p>Identify opportunities in the curriculum and look at other providers to challenge and meet their needs.</p>	<p>BH to manage G&amp;T provision</p>	<p>On-going</p>	<p>Cost of resources to promote understanding.</p>	<p>G&amp;T pupils are given opportunities to make required progress and access specialist provision for their talent.</p>

<p>Promote understanding and respect for differences.</p> <ul style="list-style-type: none"> <li>To help all pupils become respectful of the multitudes of cultures and people that they'll interact with.</li> <li>To teach pupils that difference in gender, relationship, religious belief, viewpoint and culture are to be cherished and appreciated rather than judged and feared.</li> <li>Provide pupils with role models who demonstrate qualities and make social contributions in a non-stereotypical way.</li> </ul>	<p>Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.</p> <p>Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries</p> <p>Delivery and implementation of the new PSHE&amp;C Curriculum, New SRE Curriculum</p> <p>Use events like World Cup, Black History Month, WW1 centenary as an opportunity to explore other cultures.</p> <p>Use Peace Mala to embrace diversity and improve interracial, multi faith harmony.</p> <p>Revise wider curriculum, assemblies, visitors, special events and celebrations.</p>	<p>HT</p> <p>SLT</p> <p>All class teachers and TAs</p> <p>Governors</p> <p>Pupils</p> <p>Parents</p> <p>PSHE&amp;C</p> <p>Lead(CH)</p> <p>RE Lead (JC)</p>	<p>On-going</p> <p><i>Peace Mala Summer Term 2022.</i></p>	<p>Cost of resources to promote understanding.</p> <p>Time for implementing Peace Mala</p> <p>Time for training</p> <p>Staff meeting time/ joint work with St Agnus – Longsight, Holy Trinity and Ashton West End - Ashton (Learning 3)</p> <p>New Schemes of work (SRE and PHSE&amp;C)</p>	<p>Greater understanding and respect for differences.</p> <p>The school ethos and curriculum promotes respect for the differences of the school community.</p> <p>Issues are covered through lessons, assemblies.</p> <p>staff training.</p>
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**Date Agreed:10/11/21**