



Clara Grant Primary School - Equality Objectives 2021- 22

Protected Characteristics	Objectives and intent	Implementation	Lead Responsibilities	Time-scale	Expected Outcomes
All characteristics	All pupils, irrespective of gender, race, belief, disability, gender reassignment or sexuality, understand that they have rights, how they can exercise those rights and that their rights are linked to respect of the rights of others.	<ul style="list-style-type: none"> ● The Rights Respecting School Committee ensure the whole school community have an understanding of, and act on, the Convention of the Rights of the Child (CRC) ● The curriculum and learning environment reflect and include a broad range of countries, nationalities, cultures and identities. ● Incidents of identity related bullying (racism, sexism, homo/transphobia etc.) are investigated, reported and dealt with swiftly and decisively. ● Assemblies/workshops offered on a broad range of topics which are frequently linked to the Rights of the Child. ● Visitors to school reflect a range of cultures and identities 	Rights Respecting Schools lead (Alex) SENDCo (Anthony) SLT PHSE Coordinator	2021-22	<p>School progresses to Rights Respecting School Silver Award</p> <p>Children and staff can articulate clearly, and with understanding, their rights and how they improve on all our lives.</p>
Race, Religion & Belief	The cultural capital of pupils is developed through a rich range of learning opportunities and experiences and both in and beyond the school.	<ul style="list-style-type: none"> ● Teaching and Learning Policy that promotes, in our pupils: positive attitudes (confident, problem-solver, critical, curious); skills (literate, numerate, creative thinker, emotional intelligence); knowledge and understanding (big ideas that shape the world). ● Practical and experiential approaches to learning including trips and use of local resources; school journey; visitors (e.g. local MP, story tellers, musicians, authors etc.). Where this is not possible, to offer online experiences e.g. virtual tours. 	AHTs (Rosetta, Heilandi & Anthony) Phase Leaders (Simone, Fiona & Lauren) RE Coordinator	2021-22	Children leave the school with an increased cultural capital as seen in their confidence, wellbeing and the quality and content of their work. This includes the ability to express themselves on local, national and global issues.

		<ul style="list-style-type: none"> Children are offered opportunities to participate in a wide range of cultural activities such as playing music, singing, going to the theatre and participating in art projects. Children are offered opportunities for global learning. 			
Disability	All members of school community with disabilities participate, as independently as possible, in all areas of school life with their non-disabled peers, where appropriate and meaningful (alternatives being offered where not).	<p>Positive attitudes and practices are embedded within school community through:</p> <ul style="list-style-type: none"> Children with disabilities being taught alongside their peers and withdrawal kept to a minimum and only if this is deemed a more effective strategy for learning. Assemblies and information giving (e.g. National Autism Awareness Week) Displays are accessible (where appropriate and possible) and reflect inclusion of children with disabilities Staff training (e.g. from Phoenix and Stephen Hawking outreach teachers) All reasonable efforts are made to integrate SEND activities into the whole school i.e. inviting peers to join SEND sports Monitoring by SEND team and SLT 	SENDCo (Anthony) SLT Phase Leaders	2021-22	<p>Children with SEND continue to show good progress.</p> <p>Incidents of SEND children encountering unawareness, insensitivity and hurtful experiences are at an absolute minimum.</p> <p>Children with SEND experience a rich and varied curriculum that is accessible to them.</p>
Gender	The gap between boys and girls in Reading, Writing & Maths is narrowed across the school (incl. within the Early Years).	<ul style="list-style-type: none"> Teaching and learning opportunities reflect and include a wide range of interests and different learning styles Focus on the importance of real, meaningful experiences in the new school curriculum with emphasis on X-curricular learning Develop social and emotional competencies in boys Rigorous monitoring of progress and data to identify those at risk of falling behind High impact interventions Focus on early interventions, particularly Speech and Language, in the Early Years Increased parental engagement, particularly those traditionally 'hard to reach', in home reading. 	AHTs (Literacy and Maths Coordinators) Phase Leaders PHSE Coordinator Family Support Partner	2021-22	The attainment of boys improves across core subjects to more closely match that of girls.

		<ul style="list-style-type: none">• White working-class boys monitored and given support where required.			
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