



Wroxton CE Primary School

Equalities Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives

Our Equality Objectives were reviewed May 2021

| Equality Objective | Actions required | Success Criteria | Protected Characteristics |
|---|---|---|--|
| <p>To present all groups of people in a positive way to eliminate discriminatory actions including name calling, negative comments and attitudes</p> | <p>ensure staff receive appropriate training</p> <p>Ensure that resources contain positive images</p> <p>School ethos and vision reviewed Regularly</p> <p>Provide a range of curricular experiences.</p> <p>Global Learning opportunities embedded into the curriculum</p> | <p>No negative incidents including name calling either direct or in direct</p> <p>Curriculum reflects all aspects of multi- racial, global education and challenges stereotypes and discrimination of any group or individual based on race, religion and belief, ability/disability or sexual orientation.</p> | <ul style="list-style-type: none"> • Disability • Race • Sex • Religion and belief • Sexual Orientation |
| <p>Review:</p> <p>Children at Wroxton come from a variety of backgrounds. Our aims have been to provide a range of curricular experiences. We have given our children the opportunities to experience activities that many have not been exposed too such as theatre trips. We have a positive ethos and a school which is built on Christian values. We have a Religious Education Curriculum which allows the children to debate and question across different faiths and beliefs. Staff have received homophobic training and have used this to aid support and challenge the language that children use such as comments like, "that's so gay!" We have collective worship which takes account of different faiths and beliefs. We have had 2 racial incidents in this academic year. This led to 4 fixed term exclusions.</p> | | | |
| <p>To close the gap in progress and attainment of children with additional needs and those who are disadvantaged.</p> | <p>Staff training to meet the needs of individuals</p> <p>Planning</p> <p>Interventions</p> | <p>Targeted interventions are focused on need of individuals and groups</p> <p>Differentiated planning to support individual and group</p> | <ul style="list-style-type: none"> • Disability • Race |

| | | | |
|--|--|-------|--|
| | Transition Pupil Progress Meetings | needs | |
|--|--|-------|--|

Review:

Disadvantaged children had the option of being in school during COVID-19 closures. For those children that did not attend school ensured access to equipment to support such as web cam being issued and ipads being distributed to those in greatest need. Due to COVID-19 closures gaps identified for some children are due to mental health and wellbeing. Staff have worked to target those children for who gaps have been evident through targeted intervention. In previous years disadvantaged children have made significantly better progress than other children. However, we are aware that children who are disadvantaged and have learning SEND needs do not always close the gap significantly, despite targeted, focused intervention. Planning is differentiated and targeted in class quality first teaching is applied. Teachers' are using an 'I do, We do, You do' approach to teaching which enables children to be taught at a higher level than they would be able to on their own.