

Equality objectives

“Encourage community cohesion through a growing understanding of differences and similarities, in a climate where respect is promoted and discrimination is not tolerated”

Governors agreed that this objective links with British values and our Rights Respecting Schools Award and this could be included as part of Governor monitoring visits. Whole school and class assemblies have focussed on different additional needs, including those that are deaf and blind and those with Autism.

“Promote strong relationships, especially with 'hard to reach' families, and seek to understand the barriers to good achievement, behaviour and attendance”

Governors agreed that this links to Achievement for All, a school improvement scheme that the school has recently bought into and that this objective could be monitored by Governors.

“To undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report on this to the Finance and Personnel Committee of the governing body.”

RRSA

To achieve RRS award 1 award ->

- **Everyone** learns to use the **language** of rights, respect and responsibility.
- Adults and young people model rights-respecting **behaviour** and language.
- Each class has a RRS charter based on the CRC (Convention on the Rights of the Child). They respect the charter because they have a sense of ownership.
- Pupils learn the difference between **wants** and **needs** (needs = **Rights**), and that we all have a **responsibility**.

Children

- Improved self esteem and feelings of being valued and listened to
- Increased levels of respect for each other, leading to improved relationships with other pupils and with staff
- A sense of security as rights-respecting language and behaviour is used consistently throughout the school
- Improved attainment and attendance, and a reduction in exclusions
- An understanding and respect of religions, cultures, beliefs and abilities different to their own

Adults

- Strengthened collaborative working
- Increased consultative approach with other adults and pupils
- A sense of ownership in developing an approach that meets the needs and aspirations of the school as a whole
- A sense that the whole school is working towards a common goal, leading to feelings of empowerment
- A platform is developed for parental engagement and discussion

AfA

Every child can thrive socially and emotionally, and succeed academically regardless of background, challenge or need.

All vulnerable and disadvantaged children and young people can develop their skills, interests and capabilities to achieve.

To transform the lives of vulnerable and disadvantaged children, and their families by raising educational aspirations, access and achievement.

Target chdn progress faster on average than all pupils nationally across English and Maths in all age groups.

Drop in persistent absenteeism across pilot schools.

Significant reductions in bullying and behavioural problems reported by teachers.

The effective engagement of parents has a profound impact on children's progress and the confidence between the school and parent.

Parents are listened to more and brought into a partnership with the school.

To support the participation, enjoyment and achievement of children in all elements of school life

- Improving attendance
- Improving behaviour
- Eliminating bullying
- Developing positive relationships
- Increasing participation

2/3 children chosen per class

2 year programme which starts in September

2 focus groups (KS1 and KS2)

Parents and children to know they have been chosen

Structured conversations with parents to set individual targets.