



Carrington Junior School

Progress towards Equalities and Cohesion Objectives July 2020

Carrington Junior School **OPPOSES ALL FORMS OF RACISM, HOMOPHOBIA, PREJUDICE AND DISCRIMINATION.**

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

We are committed to the promotion of community cohesion at school, local, national and global levels, comparing our school to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

We pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

We will assess and analyse our current practices and implement all necessary resulting actions to ensure staff and pupils are not discriminated against because of their:

- Sex
- Race
- Disability
- Religion/belief
- Sexual orientation

- Gender re-assignment
- Pregnancy or maternity

These 'Protected characteristics' have been set out in law in the Equality Act 2010.

Carrington Junior School is committed to eliminating practices, which could result in unfair or less favourable treatment for persons with a protected characteristic.

	ISSUE	ACTION	OWNER	TIME FRAME	INTENDED OUTCOME	Progress to date July 2020
1.	Developing the Curriculum	<p>Ensure that all subject areas reflect cultural diversity and respect for others.</p> <p>Use RE/PSHE/Citizenship as models for best practice in developing an inclusive curriculum.</p> <p>Use multi-cultural resources to ensure pupils enhance their understanding of different religions and cultures.</p> <p>Make use of positive role models in the classroom to develop the self-esteem of vulnerable groups and the respect of all for diversity within the community.</p>	All school leaders	2019-2023	<p>School curriculum is broad, balanced and fully inclusive.</p> <p>Teachers are proactive in their use of multicultural resources and ensure they draw on positive role models' who are representative of a diverse community.</p>	<p>There is a notable increase in the number of cultural texts used across the school such as the use of Malala Yousefzai's autobiography in Year 5, use of Benjamin Zephaniah poetry in Year 4.</p> <p>Year 5 and 6 have selected role models from diverse backgrounds within their teaching of biographies.</p> <p>Big Cat Reading scheme has a range of books which reflect cultural diversity and breaks stereotypes including those relating to gender.</p>
2.	<p>Informing and involving parents and carers</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible</p>	<p>Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs</p> <p>Encourage parents/carers to let the school know if they have a particular disability or other need</p> <p>Encourage parents to discuss their concerns</p>	SLT	On-going	<p>Through offering a range of parent 'workshops' school can effectively help parents to better support learning at home.</p> <p>Regular parent consultations, see-saw messages, stop and drop events, home-school liaison books and telephone calls provide inclusive</p>	<p>Hard to reach parents were invited to individual parents' meetings by the SENDCo.</p> <p>Families who require help with language support have been identified.</p> <p>SeeSaw is used widely to ensure parents are included in their children's learning and to promote parental engagement.</p>

	ISSUE	ACTION	OWNER	TIME FRAME	INTENDED OUTCOME	Progress to date July 2020
		<p>Ensure that parents/carers understand how well their child is progressing</p> <p>Explain how parents/carers can help their child at home</p> <p>Explain how parents and others can help in school</p> <p>Encourage parents to join the PTA and/or governing board</p>			opportunities for school to engage with parents.	<p>Appointment of a family support worker to help build a closer working relationship with our parents and carers.</p> <p>Attendance at Spring parents' meeting was above 95% and the remaining parents were communicated with via telephone.</p> <p>Home learning packs were posted or hand delivered to specific parents as needed during our lockdown.</p> <p>Hard to reach families have had personal phone calls by SLT during the Lockdown period.</p>
3.	<p>Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve</p>	<p>Ensure curriculum is relevant</p> <p>Ensure appropriate teaching styles and classroom organisation</p> <p>Planning is based on earlier learning</p> <p>Marking policy promotes learning for all</p> <p>Track pupil progress and Identify under- performing</p> <p>Promote and maintain higher attendance - strategies and monitoring</p> <p>Develop provision management to establish effective analysis and development of interventions</p>	<p>SLT</p> <p>HOY</p>	On-going	<p>Effective moderation, monitoring and evaluation practices are regularly performed on a termly basis to include learning walks, pupil progress meetings, work book scrutiny to ensure the curriculum meets the needs of all.</p>	<p>Termly pupil progress meetings with SLT and class teachers identify underachieving pupils who require additional support.</p> <p>Saturday School was provided for vulnerable pupils to help them feel more prepared for SATs.</p> <p>Clear plans for a restorative curriculum to address the learning gaps for pupils who have been out of school during coronavirus pandemic.</p> <p>Investment in PiXL for 2020-2021 to support tracking and identifying areas requiring intervention.</p> <p>Appointment of family support worker to work with families who have poor attendance.</p> <p>Provision maps for year groups drafted for 2020-2021.</p>

	ISSUE	ACTION	OWNER	TIME FRAME	INTENDED OUTCOME	Progress to date July 2020
4.	<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs</p>	<p>Provide distance learning packs for any children out of school for a prolonged period of time</p> <p>Ensure language support is available as required</p> <p>Support students through tutoring/mentoring schemes</p> <p>Provide engaging homework activities with pupil choice of when to complete</p> <p>Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.</p> <p>Gaps identified in training needs analysis are reflected in staff development plan</p>	<p>SLT</p> <p>Staff</p>	<p>On-going</p>	<p>All pupils regardless of individual needs or circumstances are able to access the curriculum and learning opportunities on an equal basis. The school works to over-come barriers to learning successfully.</p>	<p>ARP pupils and other vulnerable pupils access the support of a range of external agencies including, but not limited to, SaLT, OT, CAMHS, Trailblazers, Educational Psychologists,</p> <p>Interventions across the school are in place to address underachievement including for, but not limited to, phonics, reading, maths, social skills and life skills.</p> <p>Morning maths and reading groups were put in place to support underachieving pupils.</p> <p>Homework grids for Spring term provided pupil choice and engagement in homework activities increased.</p> <p>During lockdown, the majority of pupils were out of school and home learning was provided.</p> <p>Specific diabetes and epilepsy awareness training provided to support specific pupils who are joining us in September 2020.</p>
5.	<p>Encourage participation of under-represented groups</p> <p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious</p>	<p>Recruit governors representative of the pupil population and/or community</p> <p>Encourage the widest participation in Parents and Teachers Association (PTA) activities</p> <p>Support individuals and community groups to express their views on matters affecting themselves and their community</p>	<p>SLT</p> <p>Head</p> <p>Governors</p> <p>PTA</p>	<p>On-going</p>	<p>Governors and PTA members are representative of the school community and the wider local community and ethnic groups within it.</p>	<p>Governors are in post from a variety of protected characteristics.</p> <p>Vulnerable pupils from a range of backgrounds had additional time with our PE coach.</p> <p>Launchpad was delivered for pupils who are eligible for pupil premium funding.</p> <p>Pupils and staff who wish to celebrate religious festivals which fall in term-time are supported.</p>

	ISSUE	ACTION	OWNER	TIME FRAME	INTENDED OUTCOME	Progress to date July 2020
	and socially and economically disadvantaged groups					
6	Eliminating discrimination, promoting equality and celebrating diversity	<p>Invite special visitors from the local community who represent the pupil population including those with diverse backgrounds</p> <p>Monitor discriminatory reports on CPOMs to take action accordingly</p> <p>Monitor bullying and harassment incidents on CPOMs</p> <p>Report summary of incidents to governors</p>	SLT Governors	<p>Annually report to governors</p> <p>Review each incident accordingly</p>	All members of school community feel valued and respected. There is an ethos of justice and fairness across the school. People are given equal consideration when applying for school places or jobs.	<p>Our PHSE policy teaches about a range of family structures and about protected characteristics.</p> <p>Our RE policy promotes teaching of a range of faiths and non-beliefs.</p> <p>Our sporting teams promote involvement and inclusion for both genders and for pupils from all backgrounds.</p>
7	Welcoming new pupils and helping them to settle in effectively Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year	<p>Ensure a happy start to the school at normal times</p> <p>Ensure effective school transfer and induction mid-year</p> <p>Ensure that extra help is given to pupils who find change of school challenging</p> <p>Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school</p>	SLT Teachers	On-going	Effective transition arrangements ensure that all pupils have a productive and effective start at the school. Transition meetings are held with the SENCo of receiving and feeder schools to ensure pupils with SEND have their needs well met prior to starting at the school.	<p>Extended transition over the year is provided between our setting and a range of other settings including, but not limited to, Carrington Infant School, The Marsh School, Bourne End Academy, The Beaconsfield School, Royal Grammar School, John Hampden Grammar School, Wycombe High School, Beaconsfield high School, Stoney Dean and Chiltern Way Academy. Additional transition support provided to vulnerable pupils.</p> <p>Additional TA hired to support a specific pupil with high medical needs.</p>
8	Preventing and dealing effectively with bullying and harassment	<p>Communicate to pupils, parents and staff its zero tolerance to all forms of bullying and harassment</p> <p>Ensure that incidents are reported on CPOMs and addressed swiftly and effectively</p>	SLT	On-going	Any perceived or actual incidents of bullying or harassment are thoroughly investigated and followed up swiftly.	<p>Issues are dealt with swiftly, as soon as school is made aware.</p> <p>CPOMS is used to track occurrence of these incidents and to ensure that patterns are</p>

	ISSUE	ACTION	OWNER	TIME FRAME	INTENDED OUTCOME	Progress to date July 2020
	Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.	Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation on CPOMs.				identified and dealt with, providing support to all parties.