



**Balfour Primary School**  
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## Equalities Statement 2016-2017

This statement has been written to reflect our Equalities Policy and aims to show how the policy is reflected in everyday practice.

The school's Equalities Policy in full and our Anti-Bullying Policy are available on our school website or through the school office.

We welcome our responsibilities under the **Equalities Act 2010** to:

- Foster good relations between groups and to promote community cohesion.
- To advance equality of opportunity to ensure achievement for every learner.
- Eliminate discrimination, harassment and victimisation in the work place.

The Equalities Act 2010 refers to the protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### Our School Context

There are currently 864 children (September 2016) on role who attend our school, with four forms of entry in each year group. The school is based on two sites which are adjacent to each other.

The proportion of pupils who are known to be eligible for the pupil premium funding is below average; this includes pupils eligible for free school meals, looked-after children and those from service families.

Most pupils are White British although a wide range of other ethnical heritages are also represented. Our pupils represent fifteen different ethnic minorities (September 2016) these are: White British 81%, White and Asian 3.8%, Any other mixed background 2.7%, White and Black African 1.9%, White Other 1.9%, White Western European 1.5%, White and Black Caribbean 1.4%, Black-African 1.1%, Refused 1.1%, Bangladeshi 0.6%, White Irish 0.5%, White Eastern European 0.5%, Arab 0.5%, Indian 0.2%, Other ethnic group 0.3%, Any other Asian background 0.2%, Any other Black background 0.1% and Iranian 0.1%. This diversity is celebrated through assemblies and through our curriculum.

3.9% (September 2016) of children at Balfour speak English as an additional language. Languages spoken at home include: Akan/Twi-Fante, Albanian, Arabic, Bengali, French, German, Hungarian, Italian, Persian-Farsi, Polish, Portuguese and Spanish.

There are five main religions followed by our families. These are: Christian 23.7%, Other religion 3.5%, Muslim 2.4%, Buddhist 0.3%, Hindu 0.2, Jewish 0.1%, Sikh 0.1%, 64% of families said that they did not have a religion, and 4.6% refused to state which religion they followed (September 2016).

The proportion of disabled children, those who receive special educational needs support and those with a statement or EHCP are below average. Their main needs are emotional,



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behavioural/ physical needs and speech and language. We are also aware that there may be children in our school community that question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or the sex they were assigned at birth. In acknowledgement of this all staff received Trans Awareness training on 31<sup>st</sup> October 2016 as part of whole school inset. We also acknowledge that children in our school may grow up to be lesbian, gay or bisexual and that there may be staff, parents and carers who will be represented among the protected groups.

The school exceeds the current government floor standards in all areas except for KS2 writing which is 71% (school 2016) and 73% (national 2016), which are the minimum expectations set for the levels that pupils should attain and the progress they should make.

### **Policy and approach**

At Balfour Primary School, our vision and values ensures that the whole of the school community live through the same ethos and beliefs around equality and has a zero-tolerance approach to bullying. We believe in creating a learning ethos where children are actively involved in engaging and stimulating learning experiences. We aspire to create lifelong, reflective learners, equipping our children with the knowledge, skills and understanding that will help them to thrive and make informed choices throughout their lives.

As both a values-led and Rights Respecting School we recognise that there are similarities and differences between individuals and groups. We consistently strive to ensure that our differences do not become barriers to participation, access and learning. We do this by creating inclusive systems and practices, so that the varying needs of individuals and groups are identified and met. We therefore achieve equality for all not by treating everyone the same but by ensuring we meet the needs of every individual. We believe we all have equal rights, but may have different needs.

As well as the specific equality objectives that we are working on the school takes a whole school approach to equality and community cohesion. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. Some of the approaches are outlined below.

### **Teaching and Learning**

All children's progress and achievement is tracked and monitored at individual and group specific levels. We have introduced a progression mapping system that enables us to monitor, track and analyse pupil performance by ethnicity, gender, special educational needs and disabilities and social background. Termly pupil progress tracking meetings with teachers are held to ensure all children are reaching their full potential. Any needs identified are addressed through targeted curriculum planning, teaching and support. All parent/carers are encouraged to attend termly parents evening/open afternoon. As an Achievement For All School we are able to tap into advice, support and training in order to ensure all our children, whatever their needs, are given the opportunity to achieve their full potential. The school became an accredited Achievement For All school in December 2016 in recognition of the work being undertaken to maximise the potential of all our children at Balfour.

We launch every academic year with Learning to Learn Week to ensure that all children are equipped with the tools that enable them to access the curriculum during the year. We have now also introduced the lifelong learning dispositions that enable all children to develop as successful lifelong learners.

We take into account children's experiences and starting points and are responsive to children's' different learning styles. Our teaching styles include collaborative learning whereby all children are encouraged to question, discuss and collaborate in problem solving tasks.

At Balfour we believe that self-assessment is an effective teaching-learning strategy, and we provide all children with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

We successfully implemented the use of lifelong learning dispositions, which launched in September 2016, linked to a set of animals to support children's ability to develop good learning habits and a positive learning culture within the school.

We value the triangular parent's role in their child's education and we base all we do on a very strong parent-child-school partnership by offering daily channels of communication with the class teachers and holding termly workshops, parent's evenings, topic shares and lots of opportunities to celebrate their children's work.

## **Curriculum**

A new curriculum was introduced in September 2014. This curriculum has been reviewed alongside the government changes to ensure it is reflective of our school community, the children's beliefs and values and also of all children's experiences of the wider world. We continue to follow a topic-based approach to enrich the learning experiences of our children, which include some materials from the IPC. We regularly monitor and evaluate its effectiveness. The curriculum builds on children's starting points and is differentiated appropriately to ensure the inclusion of all individuals and groups.

As a Rights Respecting School, equality is one of the main drivers for policy development and for the curriculum. Staff are working hard to ensure that planning incorporates the principles of equality and to promote positive attitudes of diversity. The content of the curriculum reflects and values diversity encouraging children to explore bias and to challenge prejudice and stereotypes.

Our 'Safe at School Survey' indicated that 89% (92% for all other schools in Brighton & Hove) of children feel that 'my school helps me to get on with others including people from different religious backgrounds and different cultural backgrounds.' 88% (90% for all other schools in Brighton & Hove) of children in our safe at school survey said that they 'enjoy learning at school and 90% (89% for all other schools in Brighton & Hove) said that they 'enjoy coming to school' and 87% (90% for all other schools in Brighton & Hove) 'feel safe at school'.

**Data above has been taken from SAWSS Report 2016**

The PSHCE & SEAL (Social, Emotional Aspects of Learning) curriculum is fully embedded in the school ethos. RRS Champions, Leaders of Learning, School Council, Eco-council and Digital Leaders play an important part in enabling us to hear the children's voice and views within our school and we ensure that pupils are chosen who can represent a range of groups and perspectives. The school has just published the children's written version of the school development plan- CUP OF COFFEE 2016/17.

We have reviewed our Behaviour Policy (September 2016) to reflect our commitment to rights and to ensure that there is a consistent and fair approach to managing and supporting behaviour in our school. A clear framework and staged approach is in place to support the vision that the behaviour of an individual should not be a barrier to any child's access to the curriculum or right to be happy and safe in school. Children with special behavioural needs may have individual behaviour support plans, which will be based on the whole school framework.

Extra-curricular activities and special events cater for interests and capabilities of all pupils and parents and children are consulted to take account of parental preferences related to religion, gender and culture.

## **Attainment at Balfour Primary School**

### **EYFS 2015-16**

Our 2015-16 EYFS data shows that in all Prime Learning Goals we achieved over 90% in Expected +. The EYFS Profile score has remained at 38.4, which is the highest average score in the past 3 years. In All Areas of Learning Expected + is 85% or above. The attainment of FSM has increased and is on a 3 year upward trend. The difference in gender attainment has narrowed from 8.0% to 6.2% although this is still a whole school priority (SDP 2016/17) to address gaps in attainment between girls and boys in maths and writing. More able disadvantaged (MAD) children are performing in line with national.

### **Year 1 Phonics Results 2015-16**

Year 1 Phonics Screening Check Results remain consistently high at 91% (2014/15 88%, 2013/14 48%). The Year 1 Phonics results for 2015/16 are 10% higher than national. 82% of children who did not pass were boys and 82% were SEN. 11% (1 child) was pupil premium.

The highest achieving groups were White/Black African, Other White and EAL children who all achieved at/above the school average.

No group is below the school or its respective national average for Year 1 Phonics.

### **Year 2 Phonics Results 2015-16**

The % of children achieving the expected standard in Year 2 Phonics is 93% (2% higher than the national average).

The groups with the highest % of children reaching the expected standard in Year 2 Phonics are FSM, Other Mixed, Other White children who are all achieving at/above the school average. The groups with the lowest % of children achieving the expected standard

are SEN support and EAL children who are both achieving below the school and their respective groups national averages.

56% of Year 2 children that did not pass their phonics screening test in Year 1 are SEN, whilst 56% are male. 12.5% of children that did not pass were EAL and 6% were disadvantaged.

**Our 2015-16 end of key stage 1 data shows that:**

- 80% of children reached the expected standard in reading, with 30% working at greater depth (74% and 24% national).
- 76% of children reached the expected standard in writing with 17% working at greater depth (65% and 13% national).
- 79% of children reached the expected standard in maths with 28% working at greater depth (73% and 18% national).
- 96% of children reached the expected standard in science (82% national).

The combined expected standard for reading, writing and maths was 66% which is higher than that reported for Brighton & Hove and nationally.

**Data around gender shows that:**

- Girls and boys attainment in reading is the same (80%) for those pupils reaching the expected standard, but 5% more girls are working at greater depth.
- 16% more girls than boys attain the expected standard in writing, and 13% more girls attain the working at greater depth standard than boys.  
11% more boys reached the expected standard in maths, with 9% more boys working at greater depth than girls.
- 5% more boys than girls reached the expected standard in science.

Results at Balfour are reflective of the national picture where girls out-perform boys in reading and writing and boys out-perform girls in maths and science.

The progress of all children in Y3 will need to be closely monitored and tracked through the school to raise boys writing attainment and girl's attainment in maths.

**Data for disadvantaged show that (Performance data for disadvantaged children is compared to school and national non-disadvantaged children):**

- 73% of disadvantaged children achieve the expected standard in reading which is 7% lower than school's 'all' children and 5% lower than national non-disadvantaged pupils.
- The % of school's disadvantaged children working at greater depth is in line with national non-disadvantaged children for reading.
- The % of children achieving the expected standard for writing amongst disadvantaged children is 12% less than the school's 'all' children's average and 6% lower than national non-disadvantaged children.
- The % of disadvantaged children reaching the greater depth standard in writing is in line with national non-disadvantaged children.
- The % of children achieving the expected standard for maths amongst disadvantaged children is 6% less than 'all' children's average at Balfour, and 4% lower than the national non-disadvantaged children's average.

- 7% more disadvantaged children reached greater depth in maths than national non-disadvantaged.
- 100% of disadvantaged children reached the expected standard in science, which was 4% higher than school's 'all' children and 15% higher than national non-disadvantaged children.

**FSM data shows that (The performance of FSM children is compared with school and national non-FSM children):**

- The % of FSM children working at both the expected and greater depth standards is above national non-FSM children and in line with 'all' children at Balfour.
- There is a 6% difference between FSM children reaching the expected standard and 'all' children at Balfour in writing, but in line with national non-FSM children. 5% more children are working at the greater depth standard than national non-FSM children in writing.
- There is a 9% difference between FSM children reaching the expected standard and school's 'all' children in maths, which is also 7% lower than the national non-FSM children's average.
- 10% more FSM children reached greater depth in maths than national non-FSM children
- FSM children outperformed school's 'all' children in science and national non-FSM children.

**SEN data shows that (The performance of children with SEN support is compared to school and national 'all' children):**

- The % of SEN support children working at the expected standard for reading, writing maths and science is below that of 'all' children in the school and also below that of 'all' children nationally.

The progress and attainment of SEN children is being targeted and addressed through the School Development Plan 2016/17 and will be monitored and tracked closely in Year 3 to ensure that targeted support is put in place.

**EAL data shows that (The performance of EAL children is compared with school and national 'all' children):**

- The % of EAL children working at the expected standard for reading is below that of all children in the school and below that of all children nationally.
- The % of EAL children working at the expected standard for writing is below that of all children in the school but above that of all children nationally. However the % of EAL children working at greater depth in writing is below that of all children nationally.
- The % of EAL children working at the expected standard for maths is below that of all children at Balfour, but in line with all children nationally working at greater depth in maths.
- The % of EAL children working at the expected standard in science is below that of school and national 'all' children.

**Ethnic group data shows that (The performance of ethnic groups is compared with school and national 'all' children):**

- The % of children working at the expected standard in maths is above that of national all with the exception of Black African children. The % of children reaching greater depth in maths is higher for each group than national all, including Black African children at Balfour.
- The % of children working at the expected standard in reading is above that of national all with the exception of Black African children. The % of children reaching greater depth is higher for each group for reading including Black African children at Balfour.
- The % of children working at the expected standard in writing is above that of national all children. All groups with the exception of Any Other White Background, Any Other Mixed Background, Bangladeshi, Black African and refused had higher %s of children working at greater depth when compared with national measures.
- The % of children working at the expected standard in science is above that of national all children except Black African and refused groups.

***Data derived from LA School Information Pack 2015/16. And Arbor Ofsted Readiness Report: Balfour Primary School 2015/16 (Based on Raiseonline).***

**Our 2015-16 end of key stage 2 data shows that:**

- 87% of children reached the expected standard in reading, with 39% working at greater depth (66% and 19% national comparisons)
- 71% of children reached the expected standard in writing with 24% working at greater depth (74% and 15% national comparisons).
- 79% of children reached the expected standard in maths with 29% working at greater depth (70% and 17% national comparisons).
- 80% of children reached the expected standard in GPS with 24% working at greater depth (72% and 22% national comparisons).

**Data around gender shows that:**

- 7% more girls than boys reached the expected standard in reading with 6% more girls working at greater depth.
- 14% more girls than boys attain the expected standard in writing, but 8% more girls attain the working at greater depth standards than boys.
- 5% more boys reach the expected standard in maths, with 10% more boys working at greater depth than girls.
- 6% more girls than boys reached the expected standard in GPS with 8% more girls working at greater depth.

**Data for disadvantaged children show that (Performance data for disadvantaged children is compared to school and national non-disadvantaged children):**

- The average scaled score for reading was 2.8 points less than school 'all' children's average but 0.7 points greater than national disadvantaged children's average.
- The scaled score for reading for disadvantaged children is 0.7 above the national non-disadvantaged children's score.
- The % of children reaching the expected standard in writing is below school and national non-disadvantaged.
- The % of children reaching the greater depth standard in writing at Balfour is in line with national non-disadvantaged.

- 5% less disadvantaged children at Balfour reached the greater depth standard in maths than national non-disadvantaged children.
- The % of disadvantaged children with a scaled score of 100+ was below that of school and national non-disadvantaged children for maths.
- The average scaled score for maths amongst disadvantaged children is 3.1 points less than all children's average at Balfour and 1.2 points lower than both school and national non-disadvantaged children's average.
- 23% less disadvantaged children reached the expected standard in science compared with 'all' children at Balfour and 24% of non-disadvantaged children nationally. However, 8% more disadvantaged children reached the greater depth standard in science than national non-disadvantaged children.

**FSM data shows that (The performance of FSM children is compared with school and national non-FSM children):**

- FSM children's attainment in reading is lower than national non-FSM. Whilst FSM working at greater depth was higher than that for national non-FSM. Average scaled score for reading amongst FSM children is 3.0 points less than the school average for all children.
- The average scaled score for reading for FSM children is 0.5 above national non-FSM children's score.
- There is a 23% difference between FSM children working the expected standard and national non-FSM children in writing.
- The % of FSM children reaching the greater depth standard in writing is in line with national non-disadvantaged children.
- There is a 20% difference between school FSM children reaching the expected standard and national non-FSM in maths. The average scaled score for maths amongst FSM children is 2.0 points lower than the school average for 'all' children and 1.0 below that of national non-FSM children's average.
- There is a 13% difference between FSM and national non-FSM children achieving the expected standard in GPS.
- FSM children at Balfour attain in line with national non-FSM children for working at greater depth in maths.
- The % of FSM children at Balfour working at the expected standard in science was 21% lower than national non-FSM.

**SEN data shows that (The performance and progress of children with SEN support is compared to national 'all' children):**

- Although 12% less SEN support children reached the expected standard in reading 4% more reached the greater depth standard than national 'all' children. The progress score reading for SEN support children was 14.03 which was significantly higher than 'all' children at Balfour. The average score for SEN support children was in line with national 'all' children.
- The attainment of SEN support children for maths is below that of 'all' children in the school and also below national 'all' children.
- The attainment of SEN support children in writing and GPS is below that of 'all' children in the school and that of national 'all.'
- The % of SEN support children reaching the expected and greater depth standards is significantly below that of school and national 'all' children for writing.

- The % of SEN support children attaining a scaled score of 100+ was significantly below school and national 'all' children for maths.
- The % of SEN support children reaching the expected standard in science is below national all children.

The progress and attainment of SEN children are tracked and monitored each term by their class teachers, SMT and SLT. Targeted support programmes and booster groups are implemented to support and accelerate the progress of SEN children. (Please refer to the School development Plan 2016/17: Priority Area- Diminishing the Difference).

**EAL data shows that (The performance of EAL children is compared with school and national 'all' children):**

- The attainment of EAL children for reading is significantly above that of 'all' children in the school and also significantly above that of national 'all' children. The average scaled score for reading amongst EAL children is 4 points greater than 'all' children's average at Balfour and 8.7 points higher than national 'all' children's average score.
- The attainment of EAL children for writing is significantly above that of 'all' children in the school and also above that of national 'all' children.
- The average scaled score for maths amongst EAL children is 3.3 points greater than 'all' children's average in the school and 5.3 points greater than national 'all' children's average.
- The attainment of EAL children for GPS is significantly above that of 'all' children in the school and also significantly above that of national 'all' children.
- 100% of EAL children at Balfour reached the expected standard in science.

**Ethnic data shows that (The performance of ethnic minority groups is compared with school and national 'all' children):**

- The % of children working at the expected standard in reading is above that of national 'all' with the exception of White & Black African, Black Caribbean and Black African children's groups. The % of children reaching greater depth in reading is higher for each group than national 'all'.
- The % of children working at the expected standard in writing is below that of national 'all' with the exception of Black African, Chinese, any other mixed background and unclassified-refused children's groups. The % of children reaching greater depth is higher for each group for writing except for White & Black Caribbean, White & Black African, Black Caribbean, Black African and unclassified-refused children's groups.
- The % of children working at the expected standard in maths is above that of national 'all' children for White British, White & Black Caribbean, White & Asian, Chinese and unclassified-refused children's groups. All groups with the exception of Black Caribbean, Black African and unclassified- refused exceeded national all for working at greater depth.
- The % of children working at the expected standard in science is above that of national 'all' children except for any other White background, White & Black African and White & Black Caribbean groups.

- The % of children working at the expected standard in GPS is above that of national 'all' with the exception of White & Black African and Black Caribbean children's groups.

## **KS2 Overall Progress Score**

### **Reading:**

- The Overall Progress Score for Other Mixed, Other White and EAL are children's groups that outperformed the average score for Balfour in reading.
- The largest difference that needs to diminish in Overall Progress Score are for Black Caribbean, White/Black African and Black African children's groups all of whom underperformed when compared with Balfour's average.

### **Writing:**

- The Overall Progress Score for Other Mixed, Chinese and EAL children's groups outperformed the average score for Balfour in writing.
- The largest difference that needs to diminish in Overall Progress Score are for Black Caribbean, SEN Support and White/Black African children's groups all of whom underperformed when compared to Balfour's average.

### **Maths:**

- The Overall Progress Score for Chinese, Other Mixed and White Asian children's groups outperformed Balfour's average score for maths.
- The largest difference that needs to diminish in Overall Progress Score are for Black Caribbean, SEN Support and White/Black African children's groups all of whom underperformed when compared to Balfour's average.

## **Pastoral Support**

All staff are expected to foster a positive atmosphere of mutual respect and trust among the children from all ethnic groups and range of abilities. Using the language of rights, staff challenge stereotypes, challenge prejudice and foster children's awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

We welcome the diversity of languages in our school and we give them status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible. The school benefits from working closely with EMAS (Ethnic Minority Achievement Service).

We have a strong Inclusion team consisting of the KS1 Inclusion Coordinator, KS2 Inclusion Coordinator, a school counsellor, KS1 and KS2 Learning Mentors who support children's social and emotional needs and learning. We believe the development and support of the whole child, including their social and emotional development, is vital to successful learning outcomes and progress.

The school offers a wide variety of support for children who may be encountering behavioural, emotional and social difficulties. There are stringent safeguarding procedures and policies for which all staff receives regular training on. There is a clear structured RRS Behaviour Policy (updated September 2016) which is adhered to by the whole school offering an environment where all children can thrive. Some children may have their own Behaviour Support Plan; this will always be written in consultation with parents/carers and the child.

Some children and families are supported by having Early Help support where multi-agency support is in place to enhance the well-being of the child and their family. Children may be supported through nurture, friendship or self-esteem groups, support on a 1:1 basis or meet and greet in the mornings to settle them into class.

Children can sign up for drop-ins with a member of our Inclusion team if they have any concerns/worries and worry boxes are available in each class for children to raise any concerns they may have. We can also offer school counselling to support those children who have more specific emotional needs. If children have a medical need then a detailed Care Plan is compiled by the adults supporting the child in consultation with parents/carers. Relevant training will be completed by all staff who are involved with the child.

### **Behaviour and Attendance**

Our RRS Behaviour Policy reflects our commitment to our whole school values and rights. We expect high standards of behaviour from all pupils, appropriate for their developmental level. We have procedures for managing behaviour that are fair and applied equally for all. All staff are expected to operate consistent systems of reward and discipline. It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour. The Headteacher and Deputies continually reviews the current RRS Behaviour Policy and a clear staged process has been introduced.

Staff are trained in recognising the difference between bullying and prejudice related/hate incidents and these are dealt with in accordance with the school Anti-bullying Policy and LA Policy. All incidents are recorded in order to identify trends and patterns. The school takes all aspects of bullying seriously and works very hard to ensure that it is dealt with effectively and swiftly. 70% of pupils in our school survey said that 'there isn't much bullying at our school,' 89% of children report that they have someone to tell if they feel they are being bullied. 72% of children in the school help each other, even if they are not friends. **(SAWSS 2016)**

### **Parent Survey response 2016**

97% of parents who completed the annual parent survey reported that their child felt safe at Balfour, 90% report that their child is well-looked after at Balfour and 79% report that the school encourages positive relationships regardless of background.

The school offers support for parents/carers who may be struggling with their child's behaviour through signposting them to relevant support agencies and training such as Triple P. We also offer Early Help support as required where multi agency involvement is vital for a family to support their needs. In addition to this we provide structured conversations through AFA with the aim of working with parents to help them support their child with learning and development in school.

The school has a rigorous system in place for tracking attendance and lateness. Information and advice on attendance is made available to parents/carers and can be available in accessible forms. We act in a supportive role with all families whose attendance falls below 98%. We monitor absence by ethnicity, SEND and disadvantaged groups and compare this to the progress and attainment of these groups. Action is taken in order to address any disparities between groups. We make provision for leave of absence for

religious observance for children and staff. We fully support children with long term medical needs who may have erratic attendance.

**Our Equalities Objectives for the Year 2016-17 are:**

- To continue to track and monitor the progress and attainment of significant groups: disadvantaged, EAL, BME, SEN, vulnerable and EAL children in our school on a half termly basis.
- To accelerate the progress of disadvantaged children within the school for reading, writing and maths across the school.
- To accelerate the progress of EAL children in KS1 so that it is in line with the good progress seen at the end of KS2.
- To accelerate the progress of FSM children in KS2 in reading and writing so that it is in line with all other children.
- To accelerate the progress of BME children in KS2 particularly in writing so that it is in line with all other children.
- To accelerate the progress of SEN children for reading, writing and maths across the school.
- To develop a community parent forum that reflects our school context in order to promote cohesion across the school and within the wider community.
- To track and monitor the progress and attainment of girls in maths and boys in reading and writing across the school.
- To work towards becoming a Level 2 Rights Respecting School during the 2016-17 academic year, including formal links with Carol Robinson from the University of Brighton.