

## Equality Objectives Review 2016-2020

REF:	Objective	Actions	Review 2016-17	Review 2017-18
1	Do all that is possible to ensure that pupils from each identified ethnic group achieve progress in line with or above the respective national averages for those groups.	<ul style="list-style-type: none"> <li>• Action – Monitor pupil progress data each term in relation to ethnicity on a termly basis statistically evaluating relative progress in relation to the school average and where available the respective national averages. The main data analyses will be derived from Target Tracker for all year groups and from RAISEonline for Year 2 and Year 6.</li> <li>• Lead Person(s) – Headteacher/Deputy Headteacher</li> <li>• Resources – Management time and annual Target Tracker fee (approximately £500)</li> <li>• Timescale – Termly, with an annual review in July.</li> <li>• Success Criteria – Consistently close correlation between the progress of ethnic minority sub-group and their respective age-related cohort.</li> </ul>	<p>Many of our ethnic group pupils exceed national comparisons in progress. This is monitored termly.</p> <p>In 2016-17 we are monitoring closely the performance of white British boys in phonics.</p>	<p>In the 2016-2017 end of year self-evaluation ethnic groups continue to do really well in terms of progress and attainment in all subjects. We are monitoring white British boys in greater depth in reading and writing for 2017-18 as there is a gap in attainment with other ethnic groups and with girls.</p>
2	Ensure effective and compliant disabled access between the EYFS/Year 1 area and the remainder of the school building	<ul style="list-style-type: none"> <li>• Action – Undertake a feasibility study to evaluate how the split-level issue can be addressed without having to use external ramps. If determined to be possible allocate resources and arrange for implementation</li> <li>• Lead Person(s) – Headteacher/Site-Supervisor</li> <li>• Resources - Unquantified</li> <li>• Timescale – September 2014</li> <li>• Success Criteria – Disabled access to all area of the school building.</li> </ul>	<p>The feasibility study was carried out in 2013 but the cost was prohibitive due to the lack of capital spending to school and the need to prioritise other work due to health and safety issues. Access is available via an external ramp. If a child with access needs is allocated to the school we will plan accordingly so that this is not a barrier, for example by locating their classroom on the upper level.</p>	<p>We have no pupils in school that require us to make these arrangements currently.</p>

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3	<p>Monitor pupil progress in all year groups and work to ensure that any attainment gap between boys and girls is minimised. Further, at the end of each Key Stage do all that is possible to ensure that the outcomes for boys and for girls is at least in line with the respective national averages and aspire for them to be within the top quartile nationally.</p>	<ul style="list-style-type: none"> <li>• Action - interrogate the pupil progress tracking data on a termly basis, comparing the attainment and progress of boys in comparison to girls in reading, writing and mathematics. Develop, as necessary, intervention programmes or alternative approaches to curriculum delivery to narrow any attainment gap that is identified as existing between the boys and girls within any year-group.</li> <li>• Lead Person(s) – Headteacher/Deputy Headteacher</li> <li>• Resources – Leadership time and data system costs.</li> <li>• Timescale – Termly and on-going</li> <li>• Success Criteria – Evidence of narrowed and/or eradicated gaps.</li> </ul>	<p>This is analysed termly. There are gaps in attainment between boys and girls. Girls out-perform the boys at greater depth for reading and writing in some year groups but boys do better than nationally.</p>	<p>We continue to monitor and improve the gap in attainment between boys and girls at greater depth in reading and writing.</p>
4	<p>Continue to recruit the best candidate, regardless of gender, to any advertised post to ensure that all of the children receive the best possible teaching and learning experiences.</p>	<ul style="list-style-type: none"> <li>• Action - Scrutinise the recruitment process for each new appointment to ensure that all equality criteria are adhered to.</li> <li>• Lead Person(s) – Headteacher/School Business Manager</li> <li>• Resources – Management time</li> <li>• Timescale - Ongoing</li> </ul> <p>Success Criteria – Absolute equality in the recruitment of the best available candidate for each post.</p>	<p>It would be good to see more male teachers however the proportion that apply is small when recruiting and quite often there are no male candidates. We have been highly successful in recruiting high quality newly qualified teachers in the last four years. There is a balanced mix of staff with experience and those relatively new to the profession.</p>	<p>In the last 12 months we have had no male candidates for posts advertised. There continues to be a good mix of ages amongst our staff and the percentage from ethnic groups reflects similar percentages in our student population. For academic year 2018-19 we have three new male members of staff.</p>

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5	<p>The families of pupils at The Hawthorns hold a range of religious beliefs which include Christianity, Islam, Sikhism, Buddhism and Judaism. It is our intention to continue to maximise the learning outcomes for all of the pupils by including them to the fullest extent in every aspect of school life whilst recognising the nature and the specific requirements of their particular faith.</p>	<ul style="list-style-type: none"> <li>• Action – ensure that the religious beliefs of the families of all pupils are given due consideration in the development and delivery of the curriculum as well as in the organisation of any extended school activities.</li> <li>• Lead Person – Headteacher/Deputy Headteacher</li> <li>• Resources - Unquantified</li> <li>• Timescale - Annual</li> <li>• Success Criteria – Confidence within each faith group that the school provides the equality entitlement to each of their children.</li> </ul>	<p>Assembly themes are planned carefully throughout the year to include the festivals of our families. Visits to places of worship continue to take place so that over their time in school pupils visit a CofE church, a Baptist church, a Synagogue and a Mosque. Feedback from these visits is frequently that the pupils are highly respectful and ask inquisitive questions. Parents are invited in to share their faith with classes for example for Chinese New Year.</p> <p>Pupils are encouraged to pray, if it is their family custom to the God of their faith, and if they have no faith to reflect quietly while others pray.</p> <p>The celebration of festivals is recognised as relevant for authorised absence.</p>	<p>We continue with the actions as last year.</p>
6	<p>As an employer and as a school The Hawthorns will continue to treat all people equally regardless</p>	<ul style="list-style-type: none"> <li>• Action - Respect the privacy of each individual and provide support whenever it is needed.</li> <li>• Lead Person(s) – Headteacher/School Business Manager</li> <li>• Resources - Unquantified</li> <li>• Timescale – On-going</li> </ul>	<p>We are a welcoming inclusive school. The school promotes respect for all and celebrates diversity. Homophobic language as with other hate related prejudice incidents is dealt with promptly and firmly. We seek to promote understanding of the</p>	<p>We continue with the actions of last year. The introduction of the new PSHE scheme ‘Jigsaw’ provides staff with a better curriculum and resources to inform pupils about</p>

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	<p>of sexual orientation or gender identity. We will continue to respect the right of every individual to privacy where that is their choice and support in whatever ways possible and relevant those who seek to have their orientation or identity recognised.</p>	<ul style="list-style-type: none"> <li>• Success Criteria – Acceptance by all that their lifestyle is respected without discrimination.</li> </ul>	<p>negative impact of hate-related behaviours. This is included within the PSHE curriculum. We have a zero-tolerance of any kind of discrimination.</p>	<p>sexual orientation and different family groupings where appropriate.</p>