



Farnworth CE Primary School

Equalities Objectives

MISSION STATEMENT

OUR PUPILS:

Possessing core British values, they will be Global citizens with a strong sense of belonging and community. They will be well prepared for life in an ever-changing world; valuing today, ready for tomorrow.

In line with the Equalities Act, 2010 and the school's Equality Policy and Public Sector Equality Duty commitment statement, the following objectives demonstrate the school's focus on providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community. These objectives have been arrived at following discussions with members of the school community, an analysis of pupil progress and a review of the school's developing population over recent years.

Progress against these objectives will be monitored by the head teacher, who will report to Governors and will be formally reviewed annually over the next four years. The timescale and procedures for monitoring the objectives may be amended in the light of new guidance or changes to relevant legislation.

Objective	Success Criteria	Actions and Persons Responsible	Timescale and monitoring
<p>To ensure that boys achieve the high levels of progress and attainment achieved by girls in reference.</p> <p>To ensure that girls achieve the high levels of progress and attainment achieved by boys in maths.</p>	<ul style="list-style-type: none"> • That boys and girls make the same high levels of progress in reading, writing and maths as measured by the national performance measures. • That boys become fluent readers and confident writers and at transition to secondary school they achieve appropriate levels of progress and achievement. • That girls become confident and fluent mathematicians and at transition to secondary school they achieve appropriate levels of progress and achievement. • The gap in terms of progress and achievement in literacy and numeracy skills between boys and girls is no longer apparent 	<p>There is an increased awareness amongst staff and parents of the need to raise literacy skills in boys and numeracy skills in girls.</p> <p>Appropriate resources are provided to further engage boys in the development of reading skills – to include digital learning opportunities and specific catch up opportunities to ensure boys are reading more at home</p> <p>Implementation of strategies to further reading for pleasure and provide exciting stimulus for writing to engage all pupils.</p> <p>Provide appropriate support and intervention to improve girls' confidence in maths with a specific focus on problem-solving and reasoning.</p>	<p>In line with whole school planning, pupil premium strategy and identified areas for improvement, the progress of boys' literacy and girls' numeracy skills will be monitored termly by means of NFER and other national standardized tests and by close analysis of teacher assessments.</p>

<p>To continually raise and then sustain staff awareness of the importance of ensuring equality of opportunity for all members of the school community.</p>	<ul style="list-style-type: none"> • To continually raise staff awareness in order that all staff and governors are aware of their responsibilities under the Equalities Act 2010. • For that awareness to be manifested in all areas of school life including interactions between adults and between adults and children and between all children. • That the school's mission of togetherness in all we do is demonstrated in practice across the school community. 	<p>Through SLT and staff meetings, school improvement and planning, ensure that equal opportunities is central to all staff training, curriculum developments and other educational opportunities</p> <p>The capturing of events, curriculum opportunities and individual actions by means of school assembly celebrations and regular pupil awards. Recognition of staff actions and initiatives through staff briefings and reports to governors.</p> <p>The implementation of a termly calendar of whole school events to focus on the mission statement and enable opportunities to share awareness of the relevant protected characteristics</p>	<p>Monitoring will occur throughout the year with an annual review which will focus on many areas including:</p> <p>Attendance on trips and residentials</p> <p>Attendance of extra-curricular activities including sports competitions</p> <p>Participation in school activities such as the School Council, Ethos Group and other positions of responsibility.</p> <p>Responsibility for implementation and monitoring will lie initially with the SLT and then all staff and governors. They will be supported by the School Council.</p>
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<p>To ensure that all pupils are more aware of the ethnic and cultural backgrounds of their peers and also have an increased understanding of the need to treat others fairly in line with our school beliefs.</p>	<ul style="list-style-type: none"> • That any examples of racist or homophobic acts are reduced to nil. • That pupils have an increased awareness of the different races and cultural backgrounds which form our school community. • That pupils are more aware of the impact of sensory or physical disability on the lives of others in their local and the wider community. 	<p>By the use of appropriate programmes pupils are made aware on any inherent prejudices they may exhibit and of the importance of treating all other pupils and adults with mutual respect and understanding. Also that a log is maintained through CPOMs regarding any acts of inappropriate racist or homophobic behaviours and how they dealt with.</p> <p>By the continuing development of cultural awareness events through food, art, dance and music pupils, parents and staff will gain an increased knowledge of the cultural diversity of our school</p> <p>A termly programme of awareness raising through assemblies, curriculum opportunities and visits by relevant bodies will be implemented to continue to extend understanding of the lives of those with sensory or physical disabilities.</p>	<p>Monitoring will be by termly reports to governors and evidence will be gathered by feedback questionnaires, the analysis of incident logs and information gathered by the school council.</p> <p>Implementation and strategy planning will initially be the responsibility of the SLT and then by teaching and support staff in consultation with the school council.</p>
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