



Equality Objectives Review for 2020-21

Review of the six objectives

1. To promote equality of opportunity for all with respect to gender, gender reassignment, sexual orientation, race, age, social class, disability, pregnancy, maternity, religion and belief

- As a Church of England school we seek staff and governors who will promote our Christian ethos and do not discriminate against other faiths.
- Coughton C of E Primary School ensures that all job adverts are advertised to promote a diversity of candidates.
- In all staff appointments, the most suitable candidate is appointed on professional criteria, with the recruitment process ensuring that the school's statutory obligation towards safeguarding of children and safer recruitment procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.
- We are committed to safer recruitment to ensure that staff we employ are protected from discrimination. Three members of the recruitment panel are trained in 'Safer Recruitment'.
- Our appraisal procedures are staff led and all staff have equal opportunities for CPD that encompass MAT values of collaboration, respect, inspiration and nurture.
- We have a maternity and paternity leave policy that ensures equal opportunities on return to work, this is overseen by the Governing body.
- Our admissions policy is in line with Warwickshire's admissions guidance, appeals are handled by the Local Authority. The admissions criteria ensure discrimination is eliminated.

2. To prepare all young people for life in a multicultural, multi-faith society in Britain, Europe and the world.

- We promote a positive self-image in all children and respect their individuality, providing for all pupils according to their needs. This is through opportunities within our curriculum such as: visitors to the school from other cultures or religious backgrounds; Faiths celebration days e.g. Diwali, Pentecost, Christmas, Chinese New Year.
- An audit of our school's curriculum and extra-curricular activities shows that opportunity for children to develop Social, Moral, Spiritual and Cultural (SMSC) awareness permeates through the whole curriculum and ethos of the school.
- External visitors are booked in to represent a diverse culture and awareness of other cultures, faiths and religions.

3. To ensure that the needs of pupils with physical and/or learning disabilities are fully addressed.

- Staff identify the needs of all children early through assessment and review.
- We have a holistic approach to supporting all children through: the THRIVE approach, the listening service, specialist teacher service, play therapy, forest school and life space.
- Specific interventions take place throughout the school the impact of these are reviewed and monitored regularly with adaptations implemented where necessary.

- SEND Policy, SEN School Information Report, Pupil Premium Policy, Supporting Children with Medical Needs are reviewed annually and ratified by the full governing body. These policies ensure that the needs of children with physical and/or learning disabilities are fully addressed. These policies are available on the school's website.
- The school works with external agencies to ensure children receive the specialist support they require.
- Pupil passports ensure that the progress of SEND children is tracked and monitored throughout their school life and beyond.

Provision maps are in place for identified pupils and progress towards intervention strategies is carefully checked. Pupils with education health and care plans (EHCP) and with special educational needs (SEN) are discussed routinely at weekly briefings. Progress is also checked at pupil progress meetings. Constructive links are maintained with a range of outside agencies such as speech and language therapists, the educational psychologist and the STS teacher. Positive links are maintained with parents. For example, parents attend pupil passport meetings each term to discuss their child's progress with the SENCo. The SENCo is also undertaking an intensive Thrive training course. Strategies are beginning to be implemented which are designed to help teachers and teaching assistants better understand pupil's behaviour and what it signals about their emotional development. Paul Weston, Education Consultant November 2018

4. To respond positively to the needs of pupils and parents with English as an Additional Language.

- Meetings held with pupils where English is an additional language

5. To eliminate any discriminatory practices and reduce prejudice as much as possible.

- At Coughton C of E Primary School we monitor academic achievement by analysing results and other relevant pupil data by sex, ethnicity and any other vulnerable groups.
- Children have work celebrated around the school through displays and celebration assemblies during the school year.
- Senior Leadership award learning stamps to all children who display positive learning attitudes including resilience, reciprocity, reflectiveness and resourcefulness.
- Staff ensure that displays around the school reflect a variety of positive images
- Staff have an awareness of the needs of each individual and give equal attention and opportunity to all. Every day is a new day and children are not prejudged on prior behaviour. All staff speak in the same manner to all children, avoiding bias when praising or disciplining through use of school systems such as the 'respect code' to frame conversations. Praise is given for effort and is specific and meaningful to the child.
- Attendance is monitored by Senior Leadership and the attendance governor using criteria set out in the Attendance Policy. Leave of absence is granted for exceptional circumstances ensuring that no group is disadvantaged or discriminated against as a result of the decision made.
- Children sit with 'teaching and learning partners' these change on a weekly basis and are selected randomly. This system ensures that relationships within each class are positive as all children are expected to work collaboratively with every other child in the class. Children are taught that working and accepting others is an important life-long skill.
- Through our ethos and teaching of learning dispositions we ensure equality for all.
- Lolly sticks are used to randomly select children to respond to questions after they have discussed the options with their teaching and learning partner. This ensures that no bias is given when asking children to take part in classroom discussion. This strategy is within a safe learning culture.
- Opportunity is provided for families to access online materials should they not have access.
- Pupil voice is important at Coughton C of E Primary School and the school council have an important role in school improvement. Several ideas have been implemented during this academic year. They lead a section of our weekly celebration assembly focus on learning.

6. To promote positive attitudes towards the richness provided by individual diversity and cultural variety.

- At Coughton C of E Primary School our culture and ethos is all about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. In promoting diversity we meet different needs creatively to ensure opportunities are available to all and every child’s potential is fulfilled.
- We treat all of our school community with respect and kindness:
Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences.
Our school governors are welcomed into school and work in partnership with other staff members. Through engaging all key stakeholders in the school the logo ‘Be our best selves’ has been created
- In school we provide a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.
- **Our PSHE Curriculum promotes:** relationships, health and well-being, responsibilities, keeping healthy, taking risks, living in the wider world, celebrating difference, different emotions, who can help us, working together, valuing difference, understanding and practising democracy, stereotypes, healthy lifestyles, managing feelings, lifecycles, safety online, communication and participation, peer pressure, sexual orientation, discrimination and equal opportunities, sex education, saying no, managing risk and change, cyberbullying and personal safety. We use the Jigsaw programme to support and facilitate this learning.

Our RE curriculum teaches:

Religious education in the foundation stage

During the foundation stage children should begin to explore the world of religion in terms of its more tangible and concrete forms. For example, children should encounter objects, festivals, foods, games, clothing, music, ceremonies, rituals and books, associated with different religious traditions. They should be made aware of local places of worship and have opportunities to visit places of worship. They should be helped to appreciate that there is a rich, colourful and diverse world of religious traditions and that these are not to be found only in distant countries but can often be seen locally in their own immediate community. They should have opportunities to listen to and talk about religious stories, particularly stories associated with kindness, sharing, courage and diversity and which reflect a respect for all forms of life. Children should be introduced to simple religious words. They should learn the names of the principal religious traditions and be helped to organise their growing knowledge so that they do not confuse one religion with another. Children may also learn about pattern and beauty in the natural world. They may be encouraged to reflect on what beliefs or convictions of a religious or spiritual nature may arise from our experience of the natural world. Children should be encouraged to talk about their own beliefs and deepest convictions.

Religious education in Key Stage 1

By the end of Key Stage 1	
(A) knowledge and understanding	(B) ideas and insights
Pupils should be taught to:	Pupils should be taught to:

<ul style="list-style-type: none"> • know and be able to name a variety of religious traditions • identify some festivals, rituals, ceremonies, places of worship, objects and leaders of religion with the religion they are associated with • know some important religious beliefs and be able to associate them with particular religions • recall a variety of religious stories, know the religion they are associated with and suggest in simple terms what the story means. 	<ul style="list-style-type: none"> • show curiosity and be able to raise questions about the religious beliefs and practices they have learnt about • share and talk about what matters to them, their own beliefs, values and convictions attempting to support their views in simple terms using reasons • be able to talk about right and wrong attempting to support their views in simple terms using reasons
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Religious education in Key Stage 2

By the end of Key Stage 2	
(A) knowledge and understanding	(B) ideas and insights
Pupils should be taught to:	Pupils should be taught to:
<ul style="list-style-type: none"> • know a variety of practices and activities associated with particular religions and understand why these may be undertaken, what value they may have for practitioners, and how they may relate to beliefs and teachings • identify and begin to describe similarities and differences within and between religions • know and develop their understanding of key aspects of religions especially those that relate to beliefs about salvation, God, or an Ultimate Reality or destiny 	<ul style="list-style-type: none"> • raise relevant and thoughtful questions about the religious beliefs and practices they have learnt about • share and talk about what matters to them, their own beliefs, values and convictions, justifying their ideas using reasons and relevant evidence • be able to talk about right and wrong with regard to living in relationship with other people and also some contemporary moral issues, attempting to justify their ideas using reasons using reasons and relevant evidence
<ul style="list-style-type: none"> • develop a deeper knowledge and understanding of religious language and how it may be understood in ways other than literal 	<ul style="list-style-type: none"> • develop their vocabulary, both their religious vocabulary but also the language needed to engage in courteous discussion and exchange of ideas with others

Collective Worship:

Our collective worship include opportunities that challenge prejudice, question stereotyping and enhance understanding of our multi-cultural and pluralistic society.

We have school worship every day: **Monday**- VALUE assemblies, **Tuesday** – values/external visitors, **Wednesday**- religious visitor, **Thursday**- class reflection worship and **Friday**- Celebration assembly

- Our Values assemblies covered our school values: Love, Hope, Peace, Forgiveness, Trust, Thankfulness

Review completed June 2020

**by Senior Leadership and Governors
ratified by the Governing Body**