

<p>To continue to employ staff on their ability to perform the designated role effectively</p> <p>Safer recruitment training rolled out to all SLT</p> <p>Always 1 member of recruitment panel trained in safer recruitment</p>	<p>Safer Recruitment procedures followed, and all other Equality measures adhered to</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	SM			
<p>To reduce the number of racist, homophobic or other prejudice-based incidents with the aspiration of no incidents at all</p> <p>Use emotional regulation policy to develop understanding of the impact of this type of bullying</p> <p>Use Class Charts / CPOMS to analyse bullying or prejudice based activities termly</p> <p>Emotional regulation policy sent out to parents/carers</p>	<p>All incidences are recorded and dealt with instantly with all parties being spoken to and parents/carers informed on the same day.</p> <p>Emotional regulation policy will be used to understand impact and repair harm.</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	SM			
<p>To promote spiritual, moral, social & cultural understanding through curricular activities that include equality and diversity issues</p> <ul style="list-style-type: none"> - PSHEE -No Outsiders approach - History - Science - Geography - Assemblies and world events 	<p>Children have an understanding of equality and diversity within their locality, nationally & internationally</p>	Y	Y	Y	Y	-	Y	Y	-	Y	Y	Y	Y	SM			
<p>To continue to treat all children and adults with courtesy, respect, integrity and dignity through our emotional regulation approach.</p> <p>Emotional regulation policy followed by all staff</p> <p>Updates/refresher training for staff as needed</p> <p>New staff trained in safeguarding, behaviour approach, class charts and provision mapping when they start work</p>	<p>All stakeholders adhere to these values. The school ethos reflects this description</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	SM			

** The school's Equality Objectives should be read in conjunction with the school's Inclusion Policy **

Northwood Community Primary School Equality Objectives

2. Advance Equality of Opportunity Between People

Objective	Success Criteria	Equality Strand (Protected Characteristics)											Lead Person	Links: Policy / SSDP	Review	
		Disability	Gender	Ethnicity / Race	Religion / Belief	Pregnancy / Maternity	Sexual Orientation	Marriage & Civil Partnership	Gender Reassignment	Age	Offending Past	Carer Status				Socio-economic Status
<p>To ensure all pupils, regardless of gender, faith, culture, socio-economic background or any protected characteristic, make sufficient progress during their time in school and achieve outcomes at least as high as other similar pupils Nationally</p> <p>Progress meetings Termly data submission and monitoring Provision Mapping Adaptive teaching methods Additional staff to support needs in Yr 2 and Yr 6 Pupil premium strategy and monitoring / tracking</p>	<p>All children make at least good progress and achieve comparably with, or higher than, pupils with similar characteristics:</p> <ul style="list-style-type: none"> • CLA & disadvantaged pupils are given the highest quality education • Boys are given support they need to improve on their writing • More Able pupils given the challenge they need to make rapid gains • DSP/LHUB children are given every opportunity to excel • Pupils with low attendance are given intervention to catch up 	Y	Y	Y	Y	-	Y	-	Y	Y	-	-	Y	SM & DHTs		2025

<p>To ensure high standards are a priority, staff have high expectations and continually challenge all pupils to reach high standards. This will be done through:</p> <ul style="list-style-type: none"> • Whole-school consistency in all areas • Sustaining a Mastery Approach to Teaching & Learning in all subjects • Challenging Performance Appraisal Objectives • Quality, measurable interventions 	<p>All stakeholders know that high standards and expectations are a hallmark of Northwood Community Primary School. Parents’/Carers’ aspirations are high</p> <p>Introduced Provision. Mapping to measure intervention impact</p>	Y	Y	Y	Y	-	Y	-	Y	Y	-	-	Y	SM & DHTs		
<p>Increase the membership of vulnerable groups or those with protected characteristics in clubs, activities and roles of responsibility across the school</p> <p>ASC programme</p>	<p>Registers / lists of participation show a diverse range of pupils from across the school</p> <p>Under-represented groups are identified and actively encouraged</p> <p>Disadvantaged pupils are given equal opportunities & barriers removed</p>	Y	Y	Y	Y	-	Y	-	-	-	-	Y	Y	SM, Pastoral Team		
<p>To systematically evaluate school policies and undertake Equality Impact Assessments as they come up for review</p>	<p>Ensure all policies to have an up-to-date Equality Impact Assessment</p> <p>All policies support the Equality Act 2010</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	SM & Admin		

<p>To ensure classrooms are inclusive environments and quality/inclusivity is regularly monitored</p> <p>SEND non-negotiables</p> <p>Adaptive teaching processes</p> <p>Alternative provision</p>	<p>We follow the KAGAN P.I.E.S. Principles:</p> <ul style="list-style-type: none"> ➤ Positive Interdependence ➤ Individual Accountability ➤ Equal Participation ➤ Simultaneous Interaction <p>Regardless of children’s abilities:</p> <ul style="list-style-type: none"> ● Pupils learn cooperatively in heterogeneous teams ● Differences are celebrated ● Pupils receive peer and teacher praise for effort on Class Charts ● Pupils participate equally ● All contributions are valued ● No limitations are placed on individual achievement <p>Use of adaptive equipment / tools as necessary</p> <p>Plans and provisions in place to support identified needs, which are regularly reviewed</p> <p>DSP environment audit and agora work to meet the changing needs of the cohort</p>	Y	Y	Y	Y	-	Y	-	Y	Y	-	-	Y	SM & All Staff.		
<p>To reduce attainment gaps between disadvantaged pupils and non-disadvantaged pupils</p> <p>To reduce gender gaps in English / Mathematics attainment & progress across the school</p> <p>To reduce attainment gaps between groups of children from different ethnic origin</p>	<p>Disadvantaged pupils are given the necessary support to succeed and reach levels in line with ‘Other Pupils’ nationally</p> <p>Boys and girls are equally successful and equally encouraged to achieve as highly as possible</p> <p>Ethnic minority pupils attain as highly as other groups</p> <p>Plans and provisions in place to support identified needs, which are regularly reviewed</p>	Y	Y	Y	Y	-	Y	-	Y	Y	-	-	Y	SM & DHTs Subject Leads.		

<p>Ensure staff are trained to fully support children with SEND/EAL needs</p> <p>Support from staff SALT, OT, LST & EP Regular SEND learning walks, training and staff meetings Provision mapping training SEND spotlight emails Shine therapy working across school</p>	<p>Training is undertaken and evaluation / feedback from staff is collected</p> <p>Staff equipped to meet diverse needs of children in their class</p>	Y	Y	Y	Y	-	Y	-	Y	Y	-	-	Y	SM & DHT:J
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Northwood Community Primary School Equality Objectives

3. Foster Good Relations Between People

Objective	Success Criteria	Equality Strand (Protected Characteristics)											Lead Person	Links: Policy / SSDP	Review
		Disability	Gender	Ethnicity / Race	Religion / Belief	Pregnancy / Maternity	Sexual Orientation	Marriage & Civil Partnership	Gender Reassignment	Age	Offending Past	Carer Status			

<p>School Community To continue to challenge any type of intolerant attitude, comment or action that undermines the value or dignity of others, Emotional regulation Policy and Staff Conduct Policy</p> <p>Increase the number of positive role models in the school as a means of motivating identified pupils</p> <p>To ensure that opportunities exist within our school curriculum to learn about & celebrate different cultures/ethnic backgrounds</p> <p>To ensure our Curriculum has an International flavour to give children a global perspective and appreciation of the world beyond their limited parameters (Erasmus Project)</p>	<p>The school develops a zero-tolerance of divisive and destructive attitudes</p> <p>More positive role models that identified children respond to</p> <p>Curriculum is inclusive, diverse & has an international dimension</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	SM & DHTs	
<p>Local Community To engage with people from different backgrounds – recognise, learn about and celebrate diversity within our own community (SEND/EAL Forum / School of Sanctuary)</p> <p>To increase opportunities to communicate with parents/carers so that the needs of individual families are supported SEND surgery EAL forum SEND forum</p> <p>To organise a wide range of visiting speakers/ clubs / partnerships / celebration days in order that all pupils have opportunities to engage with people from different backgrounds/faiths</p>	<p>Children are aware of diversity on their doorstep. Children from different faiths & backgrounds know their culture is recognised, valued and celebrated.</p> <p>Relationships with all parents/carers are the best they can be</p> <p>Complete School of Sanctuary Award</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	SM & SLT		
<p>Communities across the UK Ensure our Curriculum fosters awareness and positive attitudes to other communities and places across the UK</p> <p>To address National issues as they arise to teach tolerance, critical thinking skills and respect (Assemblies) PSHE SMSC Assemblies and workshops</p>	<p>Children are keen to learn about other groups in their own country</p> <p>Real contacts are made with other schools across the country & internationally</p> <p>Children able to respond maturely to controversial issues e.g. violent extremism; Islamophobia etc.</p>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	SM & Subject Leads		
															2025	

<p>Global Dimension</p> <p>To develop a partnership with a school within a Spanish-speaking nation (Madrid) to foster good relations and lasting friendships (Erasmus)</p> <p>To explore other international relationships</p> <p>To ensure our curriculum has a global perspective</p> <p>Erasmus Turing project EPDA Award IQM award – global curriculum</p>	<p>Children able to talk about our relationship with a link school in a favourable and informative way</p> <p>Children aware of global dimension to their lives</p>	-	-	Y	Y	-	-	-	-	Y	-	Y	Y	SM & DHT:C		