

Cranborne Middle School Equality Objectives 2016-2020

Lead member of staff: Craig Watson

Link governor: Mrs Lesley Walter

Governing Body Committee: Curriculum

Aspects of Equality Duty: Eliminate harassment, advance equality of opportunity and foster positive relationships
Protected characteristics: Disability, race, religion or belief, sexual orientation and gender

Equality objective one: Children with EHC plans or passports achieve their targets in English and Maths and thereby make progress in their learning.						
Actions	Lead person	Timescale	Resources	Outcomes	Monitoring activity and evidence of impact	Evaluation
<ul style="list-style-type: none"> • Review children on Individual Passports and Learning Passports to ensure the correct children are identified. • Set appropriate, individualised targets for children. • Closely track children's attainment and progress towards their targets. • Establish and maintain action plans for children with statements or EHC plans. • Maintain children's passports. • Develop and implement intervention programmes 	Assistant Headteacher (AfA)	Ongoing from beginning of 2016/17 academic year.	Employment of ESAs. CPD for staff. Investment in resources for teaching and learning. Investment in intervention programmes.	<p>In-school assessment data shows children make progress towards and achieve their targets in English and Maths.</p> <p>RAISE data shows improving progress scores for children on the SEN register (from their starting points) and increasing proportions of these children meeting the nationally expected standard.</p>	<ul style="list-style-type: none"> • Passports are reviewed half termly and are updated with children's achievements, targets, learning strategies and the next steps in their learning. • Action plans for children with statements or EHC plans are reviewed termly. • In-school data is monitored in order to identify children whose progress is of concern when intervention will be provided. • Lesson drop-ins and work scrutiny provides evidence of appropriate support for children and progress toward their targets 	

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Reviewed by Teaching, Learning and Curriculum Committee

Ratified by the Full Governing Body 8 February 2017

<ul style="list-style-type: none"> to meet children's specific needs. Deploy teaching staff and ESAs to best support children. Provide CPD to staff as required. Ensure parents/carers are informed of their children's targets and are regularly updated on their progress. Provide parents/carers with strategies to support their children's learning and progress. 					<ul style="list-style-type: none"> Evaluation of intervention programmes provides evidence of children progress toward their targets. Lesson drop-ins, work scrutiny and evaluation of intervention programmes provides evidence of effective staff deployment and CPD. 	
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Equality objective two: Children deemed High Prior Attainers achieve positive progress scores in English and Maths. The proportions of High Prior Attainers achieving high scores (greater depth) in Key Stage Two SATs is at least in line with the proportions nationally.

Actions	Lead person	Timescale	Resources	Outcomes	Monitoring activity and evidence of impact	Evaluation
<ul style="list-style-type: none"> Identify High Prior Attainers from in-school data and tracking systems. Obtain end-of-year assessments and samples of children's work from year four to be compared with KS1 data and support identification of High Prior Attainers. Analyse in-school data and test results (Y5 GL baseline and CATs) to further support identification of High Prior Attainers. Ensure teaching staff and ESAs are aware of particular groups of High Prior Attainers, e.g. disadvantaged children, children on the SEN 	Assistant Headteacher (Teaching and Learning)	On-going from beginning of 2016/17 academic year.	Possible CPD for staff and investment in teaching and learning resources and intervention programmes.	<p>In-school assessment data shows children make progress towards and achieve their targets in English and Maths.</p> <p>RAISE data shows</p> <ul style="list-style-type: none"> positive progress scores for High Prior Attainers increasing proportions of these children exceeding the nationally expected standard increasing proportions achieving high scores (greater depth) 	<ul style="list-style-type: none"> In-school data is monitored in order to identify children whose progress is of concern. Lesson drop-ins and work scrutiny provides evidence of appropriate support for children and progress toward their targets Evaluation of intervention programmes provides evidence of children progress toward their targets. Lesson drop-ins, work scrutiny and evaluation of intervention programmes provides evidence of effective staff deployment and CPD. 	

<p>register, looked after children, etc.</p> <ul style="list-style-type: none"> • Set appropriate, individualised targets for children. • Closely track children's attainment and progress towards their targets. • Deploy teaching staff and ESAs to best challenge and support children. • Differentiation is used effectively in lessons to ensure High Prior Attainers are appropriately challenged and have opportunities to make good progress. • Provide CPD to staff to enable them to provide appropriate learning opportunities for High Prior Attainers through quality-first teaching. • Develop and implement intervention programmes to provide further challenge and support. 						
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Equality objective three: Improve the understanding of LGBT related issues among children and staff.

Actions	Lead person	Timescale	Resources	Outcomes	Monitoring activity and evidence of impact	Evaluation
<ul style="list-style-type: none"> • Provide all staff with training in relevant LGBT related issues. • Review and evaluate coverage of relevant issues in the regular and wider curriculum, including assemblies. • Provide children with appropriate role models 	DSL	Begun to address during 2016/17 academic year. Increase emphasis from beginning	Possible CPD for staff. Counselling time for affected children/staff.	<p>Staff receive training and are consequently aware of and alert to LGBT related issues and feel confident in addressing them.</p> <p>Pastoral/behaviour records show reducing and minimal incidents (from likely initial peak).</p>	<p>Monitoring of pastoral/behaviour records (SIMS).</p> <p>Anecdotal evidence of the impact of raised awareness and understanding on individuals and/or groups of children.</p>	

<p>from within the LGBT community.</p> <ul style="list-style-type: none"> • Use SIMs to record inappropriate remarks, discriminatory behaviour and homophobic bullying and actions taken. • Closely monitor incidents of inappropriate remarks, discriminatory behaviour and homophobic bullying. • Provide support to children and staff who are effected by LGBT related issues. 		<p>of 2017/18 academic year.</p>				
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Equality objective four: Provide children with role models in a wide range of fields across the curriculum that represent the range of protected characteristics: gender, race, faith, disability, sexuality, etc.

Actions	Lead person	Timescale	Resources	Outcomes	Monitoring activity and evidence of impact	Evaluation
<ul style="list-style-type: none"> • Review the role models that are currently promoted to children through the curriculum and wider curriculum, e.g. authors, scientists, historical characters, sportspeople, etc. • Research and introduce additional role models as appropriate to ensure protected characteristics are represented across the regular and wider curriculums. • Monitor role models introduced to children through whole-school and year assemblies and tutor time to ensure representation of protected characteristics. • Invite into school members 	<p>Heads of Year and Subject Leaders</p>	<p>Beginning 2017/18 Academic Year</p>	<p>Representatives of local communities on voluntary basis. Possible requirement to purchase resources over time to represent protected characteristics.</p>	<p>The full range of protected characteristics is represented through the regular and wider curriculums.</p>	<p>Curriculum and wider curriculum mapping/monitoring includes reference to the role models introduced to children and the protected characteristics they represent, showing the full range is represented.</p>	

<p>of the community that represent the range of protected characteristics, e.g. to lead assemblies, provide extra-curricular activities, work alongside children in lessons and tutor time, etc.</p> <ul style="list-style-type: none"> • Arrange educational visits that give children opportunities to meet representatives of different communities and cultures and learn more about them, e.g. through residential visits to London and France. 						
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Equality objective five: Engage all parents/carers actively in their children’s learning.

Actions	Lead person	Timescale	Resources	Outcomes	Monitoring activity and evidence of impact	Evaluation
<ul style="list-style-type: none"> • Provide a range of opportunities for parents/carers to engage in their children’s learning, e.g. parents evenings, parent workshops, online via the school website, etc. • Further develop the school website as a means for parents to engage in their children’s learning. • Monitor parents’/carers’ take-up of the opportunities provided. • Consult parents/carers about the best ways to engage them. • Identify parents/carers who do not engage. • Pursue hard-to-reach parents in order to ensure 	Deputy Headteacher (PLG)	On-going from beginning of 2016/17 academic year.	None	All parents/carers engage actively in their children’s learning at least termly.	Tutors and Heads of Year monitor the engagement of parents/carers and the nature of it, identifying hard-to-reach parents and ensuring action is taken to engage those parents.	

<p>their engagement at least termly throughout the school year.</p> <ul style="list-style-type: none">• Develop Parent Forum for parents and carers to contribute their views about school policy, procedures and practice.						
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