



Lowick and Holy Island CE First Schools



Equality Information and Objectives 2021 - 2024

Our Equalities Policy Statement outlines our principles in relation to our commitment to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

Context

- We are a very small schools with mixed age classes.
- Quality of teaching and curriculum provision is developed to ensure that the needs of all pupils are met and to mitigate the effects of any disadvantages or vulnerabilities on learning.
- The vast majority of pupils are not of a BME background.
- Our disadvantaged pupils, in respect of whom we receive the pupil premium grant, are monitored and targets set in our Pupil Premium strategy as well as in our School Development Plan. This is a very small group in school
- We maintain data about children with additional needs and disabilities and have targeted provision to support pupils on the SEND register.
- Both schools are in accessible buildings and have disabled toilets.
- We promote positive attitudes towards all groups of people including those with disabilities and we actively work to challenge or pre-empt any prejudicial perceptions.
- We use data to set targets and objects and these sit within the school development plan.
- We place very high importance on diminishing the difference for children eligible for the pupil premium grant.
- We record, report and tackle instances of discriminatory language or bullying.
- We promote fundamental British values.
- There are good, compliant equal opportunities practice evident in the recruitment of staff.
- There are opportunities in the curriculum to promote the spiritual, moral, social and cultural development of all pupils.

Equalities Objectives

2021 - 2024 (to be reviewed annually)

Objective	Lead	Expected evidence of impact	Review 2022	Review 2023	Review 2024
<p>Ensure pupils in the disadvantaged group make accelerated progress by addressing any barriers to learning.</p> <ul style="list-style-type: none"> ▣ Use of data, observation and pupil passports to identify barriers to learning and work to overcome them – enlisting support from outside agencies as needed. ▣ Quality First teaching, supported by CPD ▣ Use of targeted interventions where appropriate ▣ Work with parents/carers so that pupils are supported at school and at home. 	<p>Head / class teacher</p>	<p>Disadvantaged pupils are enabled to make accelerated progress and deepen their learning across the curriculum.</p>	<p>Pupils in the disadvantaged group made excellent progress and were all working at ARE with aspects of greater depth or at greater depth in English and maths at the end of the year.</p>		
<p>Develop work within school, as well as with external partners so that our pupils gain an awareness and appreciation for a range of other cultures.</p>	<p>Head</p>	<ul style="list-style-type: none"> • Pupils apply principles of equality and fairness in their day to day interactions. • Pupils can articulate their knowledge about and appreciation for other cultures. 	<p>Curriculum has been adapted and updated to ensure pupils gained a greater awareness of other cultures. This is evident in work in books, displays and pupil voice.</p>		
<p>Develop work within school, as well as with external partners, so that our pupils understand how to protect themselves and others from discriminatory behaviours or attitudes.</p>	<p>Head / class teachers</p>	<ul style="list-style-type: none"> • Pupils apply principles of equality and fairness in their day to day interactions. • Pupils can articulate strategies to keep themselves safe from extremism, racism and other discriminatory behaviours or attitudes. 	<p>Pupils were able to articulate and demonstrate a clear understanding of fairness and the unacceptability of discrimination based on protected characteristics including race.</p>		