



Equality Objectives Review for 2024-25

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. At least one member of the recruitment panel is 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. Easter, Christmas, Diwali, Pentecost, Chinese New Year. The Lyfta programme is embedded and provides an awareness and understanding of the wider world view.
- 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 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 and child mentor.
- 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.
- Adaptation and support for all pupils features prominently in the school's improvement plan as it strives to provide maximum impact for all learners.

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 curriculum stretches way beyond the academic. Pupils learn about relationships, cultures and faiths. The curriculum is enhanced by trips out, visitors to school and community links. July 2022, OFSTED

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
- Support has been put in place for pupils and families who have joined the school from Ukraine and Czech Republic

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'. 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. The Lyfta programme is embedded and actively supports children in the above objectives. The Wordviews approach to the new Coventry and Warwickshire syllabus enables pupils to think deeply from perspectives of others. Children learn to understand and express their own spirituality within school and across the curriculum.

Seven Core Concepts	Enquiry Units According to Core Concepts				
	EYFS	KS1	Lower KS2	Upper KS2	KS3
Belonging & Believing Theo HSS	F1 How can people show they belong together? HSS	K1.3 How do people with similar religion and worldviews share and celebrate their beliefs? HSS	L2.6 Do you have to be part of a faith community to express an organised worldview? HSS	U2.1 Who is Jesus? (2) Theo	K3.3 If it is the same worldview why does it look so different? HSS
Wisdom and Guidance Theo HSS Ph	F2 Who are the people in sacred (special) stories and why might they still be important today? Theo	K1.2 Where do people turn for guidance in life? Theo	L2.2 How are religion and worldviews shaped and expressed through art and architecture? Theo	U2.2 Why might ancient stories still be so important for some religion and worldviews today? Theo	K3.5 How might philosophies drawn from sacred texts impact on the way people choose to live today? Ph
Personal Responsibility Ph HSS	F3 How do people know how to treat each other? Ph	K1.1 How might your religion or worldview be seen in the choices you make? HSS	L2.4 How might your worldview lead you to do hard things for good reasons? HSS	U2.6 How might your worldview impact on the way you understand death and beyond? Ph	K3.2 How might your worldview give you a sense of right and wrong and where might that come from? Ph
Living Well Theo Ph HSS	n/a	K1.4 Who is Jesus? (1) Theo	L2.3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? Ph	U2.4 What might it mean to 'live well'? Ph	K3.4 Are peace and reconciliation essential for living well both locally and globally? HSS
Authority & Power Theo Ph HSS	n/a	K1.5 What is most important for different people? Ph	L2.5 What or who is 'God' and how is the divine understood in theistic worldviews? Theo	U2.7 What do organised worldviews have to tell us about what truth is and where it might be found? Ph	K3.1 What is religion and can we define it? HSS
Changes HSS Hist Theo	n/a	K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally? Hist	L2.1 Why are nature and the seasons significant for religion and worldviews? HSS	U2.3 Do religions change or do they stay the same? HSS	K3.8 How does diversity impact upon how religion and worldviews are expressed? Theo
Grand Narratives Ph Theo Hist HSS	n/a	n/a	L2.7 How have religion and history entwined in this area? Hist	U2.5 How do beliefs and ideas about land shape the way human beings live? HSS	K3.6 Is religion always a force for good? HSS K3.7 Why do some people inhabit a theistic worldview whilst others reject it? Theo
Total	3 (over 1 year)	6 (over 2 years) +Layover Units	7 (over 2 years) +Layover Units	7 (over 2 years) +Layover Units	8 (over 3 years) +Layover Units

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**- sung worship, **Thursday**- class reflection worship and **Friday**- Be our best selves worship

Review completed November 2024

by Senior Leadership and Governors and Rev.Katie Cross
ratified by the Governing Body