

**West Kidlington Primary and Nursery School**

**Equality Objectives 2024-2025**

**Equality Statement**

At West Kidlington Primary and Nursery School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

**Equality in Teaching and Learning**

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

Ensuring equality of access for all pupils and preparing them for life in a diverse society

-Using materials that reflect the diversity without stereotyping

-Promoting attitudes and values that challenge any discriminatory behaviour or prejudice

-Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures

-Seeking to involve all parents in supporting their child’s education

-Utilising teaching approaches appropriate for the whole school which are inclusive and reflective of our pupils.

**Equality in Admissions and Exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

**Equal Opportunities for Staff**

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

**West Kidlington Primary and Nursery School - Equality Objectives 2024-2025 **

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| **Objective 1** | **Key actions** | **Timeframe** | **Responsible** |
| Promotion of culturalunderstanding and awareness of different religious beliefs between different ethnic groups, through a broad and balanced curriculum and effective PSHE delivery. | * Organise ‘Experience ladder’ visits to other cultural places.
* Invite Religious Leaders into school.
 | September 2024 – July 2025 | All Staff, Governors, RE leader, PSHE leadergGoverno |
|   | * Mark and education children on different religious celebrations and their significance.
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|   | * Continue to teach British Values through assemblies and curriculum links.
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| **Objective 2** | **Key actions** | **Timeframe** | **Responsible** |
| To ensure that there is proportional representation of diverse groups, for example through literature and images. | * Continue to celebrate diversity in temporary and permanent displays. Update hall display.
* Develop the breath of diversity in reading books, both fiction and non-fiction.
* Celebrate diverse international events.
 |  September 2024 – July 2025 | English leader, HT, Governors RE leader |
| **Objective 3** | **Key actions** | **Timeframe** | **Responsible** |
| Ensure that access to a broad and balanced curriculum is considered in terms of visible and invisible barriers, especially for students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups. | * Organise intervention so that lessons missed do not fall on the same day each week
* Ensure all pupils are included in full curriculum.
* Only short interventions (time or period) are used, to ensure access to all subjects – this is for all pupils.
* Provide additional resources to support children to access the curriculum.
* Differentiate learning as appropriate.
* Ensure all pupils are supported to attend all trips.
 |  September 2024 – July 2025 | Phase leaders, SLT and Governors |

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| **Objective 4** | **Key actions** | **Timeframe** | **Responsible** |
| Monitoring and promotion of the involvement of all groups of pupils in the extra-curricular life of the academy, including leadership opportunities, especially pupils with special educational needs and disabilities. | * Encourage different groups to participate in after-school clubs.
* Encourage diverse representation on school panels e.g. playleaders, school council, etc.
* Ethos where all children are entitled to represent the school at Festivals within the local community.
 |  September 2024 – July 2025 | SLT, PE leader, SENCO, Governors |
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| **Objective 5** | **Key actions** | **Timeframe** | **Responsible** |
| Actively close gaps in attainmentand achievement between students and groups of students especially students eligible for free- school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups. | * Quality First Teaching uses to support all pupils.
* Use PP and SEN funding to provide interventions.
* Use catch up funds to support attainment gaps.
* Use RAG meetings to monitor progress and support new strategies.
* Uses funds to support additional resourcing and resources to aide progression.
* All PP Families will be given Blenheim Palace pass
 |  September 2024 – July 2025 | SLT |
| **Objective 6** | **Key actions** | **Timeframe** | **Responsible** |
| To actively support the inclusion, attainment and well-being of our growth refugee community. | * Use DfE funding to support the education of our refugee pupils.
* Uses funds to support additional resourcing and resources to aide progression.
* Use curriculum (Including British Values) opportunities to develop understanding and inclusion of pupils in all areas of school and community life.
* Wrap around facility to support Families
 |  September 2024 – July 2025 | SLT, Governors |
| **Objective 7** | **Key actions** | **Timeframe** | **Responsible** |
| To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act. | * Key image on display in school – say no to racsim
* implement PSHE scheme across the school, including whole school assemblies to develop SMSC breadth and understanding, especially around inclusion.
* Embedded British Values though our PSHE, assemblies and wider curriculum.
* Reinforce the school rules and use this in every­day language in school.
* Continue to develop nurturing culture, where children feel safe to talk about their feelings.
* Use well-being questionnaire to gauge well­being.
* Implement the school Behaviour Policy around bullying conducted in and outside of school (as per the policy).
 |  September 2024 – July 2025 | All Staff |
| **Objective 8** | **Key actions** | **Timeframe** | **Responsible** |
| To promote the attendance and punctuality of vulnerable groups, with strategies being implemented to support a reduction in persistent absenteeism. | * Use Attendance Officer and LA support Team to track and implement strategies to support attendance.
* Work closely with parents from an early stage if attendance is an issue to ensure school is accessible to pupils and parents.
* Celebrate positive attendance on a weekly basis.
 |  September 2024 – July 2025 | Attendance Team, Safeguarding Team, OCC |
| **Objective 9** | **Key actions** | **Timeframe** | **Responsible** |
| To communicate our commitment to equality and diversity with the wider community e.g. parents, PTA, LGC and other groups, to seek their support enhance the | * Communicate our policies and intentions with the LGC and parents.
* Include parents in inclusive events.
* Share learning with parents through school communications avenues.
* Expect high standards from all adults.
 |  September 2024 – July 2025 | Admin team, SLT, Governors, PTA |

**Agreed – 1st September 2024**

**Review – September 2025**