

# Tackley and Wootton by Woodstock CE Primary School

## Equalities Objectives 2020 - 2023



These objectives are informed by the annual review of our Equalities Policy and Plan (available on the School Website)

Equalities Objectives 2020 - 2023	Strategy	Success Criteria	Audit and dates
<p>To promote awareness of mental wellbeing and further support the Social, Emotional and Mental Health of all pupils to enable effective teaching and learning</p>	<ul style="list-style-type: none"> <li>• PSHE Lead to design a 2 year rolling curriculum overview that meets the requirements of the new PSHE curriculum</li> <li>• HT and link governor to monitor and evaluate the delivery of PHSE curriculum for impact</li> <li>• Staff training to be held focusing on well-being for both staff and children</li> <li>• Establish a baseline for children’s well-being to measure progress against</li> <li>• Prioritise staff awareness of children’s anxiety behaviours and how to use day to day strategies to support this</li> <li>• Explore Zones of regulation training and use to develop and support pupils with self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• A full and effective PHSE programme is delivered - termly monitoring by AHT</li> <li>• Children are aware of what good mental health looks like and how they can maintain mental health and wellbeing. (termly monitoring by AHT)</li> <li>• Baseline demonstrates positive impact of emotional health and well-being strategies used in school; eg daily check in, self-referral to Learning Mentor and emotional regulation strategies</li> <li>• Zones of Regulation are being used in all classes effectively to promote self-regulation</li> </ul>	<p><b>July 2021</b> 2 year PSHE rolling programme has been designed and shared with staff. This information is shared on the school website for parents.</p> <p>HT has attended Science of Well-being and Anxieties training. Further training arranged for all staff Sept and Nov ‘21</p> <p>Baseline completed with all pupils July ‘21</p> <p><b>July 2022</b> All staff attended both Science of Well-being training and anxieties training during Autumn term 2021. Positive impact on staff well-being as well as raising awareness of children’s well-being. Staff implemented “What went well” boards to celebrate children’s successes, team flags to create a share sense of identity and daily check in boards for all classes.</p>

<p>To ensure that curriculum planning promotes understanding and respect for diversity</p>	<ul style="list-style-type: none"> <li>• Curriculum is designed to reflect diversity of modern British society and contributions made in all areas by men and women from a full variety of backgrounds and cultures.</li> <li>• School worship recognises people of all faiths and none – and allows for understanding of teaching and celebration of festivals from a range of faiths</li> <li>• Ensure that children have access to fiction and non-fiction through reading curriculum and access to school library that represents diverse backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and celebration of diversity is modelled in all interactions in school.</li> <li>• School’s inclusive vision is enacted through policies and practice.</li> <li>• Attendance at Rights Respecting Conference annually promotes understanding of individual’s role within a global society and allows children to reflect on rights and responsibilities and focus on the things which unite rather than divide the people of the world.</li> <li>• Children champion the rights of others through positive action.</li> </ul>	<p><b>July 2021</b> Curriculum plan adapted this year to take into account a balance of cultures and gender representations, this is to continue to be reviewed annually</p> <p><b>July 2022</b> Review of rolling curriculum plan has taken into account greater female role models in History teaching. Science and Art curriculum includes looking at a range of famous scientists and artists from different cultures.</p> <p>Feedback from pupil survey identifies inclusion as a strength of the school community.</p> <p>Litter picks, singing for TRIO club and making lunches has given chn at Wootton a greater understanding of others.</p>
<p>Monitor and analyse pupil achievement and attendance data by disadvantage, race, gender and disability, and act on any trends or patterns in the data that require additional support for pupils.</p>	<ul style="list-style-type: none"> <li>• Class teachers and leaders identify pupils who are struggling and act quickly to provide intervention to help them catch up quickly.</li> <li>• Achievement and attendance data analysed by disadvantage, race, gender and disability and monitored as part of the Headteachers Report each term.</li> </ul>	<ul style="list-style-type: none"> <li>• The gap in attainment between vulnerable pupils and their peers has closed</li> <li>• There are high levels of attendance and progress for all groups of children (termly monitoring by HT)</li> <li>• More vulnerable pupils are meeting statutory ARE at the end of the year. (termly monitoring at Teaching and Learning meetings)</li> </ul>	<p><b>July 2021</b> Attendance of SEN children was above that of all pupils during the academic year and attendance of PPG children was broadly in line with all pupils.</p> <p><b>July 2022</b> Attendance of SEN children is in line with all other children at both Wootton and Tackley. Attendance of PPG children at Wootton is in line with all other children. Attendance of PPG children at Tackley is below all other children – attendance has been identified as a key priority for 2022/2023 SDP priority.</p>





