

St. Bede's Catholic Infant School Equality Objectives 2018-2021 (Annual Review Summer 2020)

Published objectives are integral to comprehensive School Action Plans, Policies and Procedures which support and promote equality.

Cross reference to relevant SDP Action Plans including Curriculum, Assessment, Inclusion, Ethos, Racial Equality, Accessibility Plan,

Leadership and Management, CPD, Staffing, Premises, British Values, Prevent

Annual Community Consultation Summer 2019

Agreed by Staff Summer 2019

Approved by Governors Summer 2019

Review Date: (Annual Summer 2020)

Signed Chair of Governors S. Howard

The General Duty	Objectives	Action/ Strategies	Personnel	Timescale	Success Criteria/Outcomes	Evaluation
To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under Equalities Legislation	To enhance the children's and parents understanding of the common good through Fair Trade. (Fairtrade Action Plan)	Continue work of Pupil Steering groups to support and promote the principles of Fairtrade and Fairtrade activities.	Miss Webber	9.9.19 4.11.19 6.1.20 16.3.20	Children understand the importance of serving the common good and their responsibility towards others. Views of children are taken into account and acted upon. Representative members from all year groups.	Children from all 3 year groups chose representatives for the steering groups (Eco, Fair trade, RRSA and Emotional Health and Well Being). These groups have met regularly (up until school closure) and have been able to implement a range of different school wide initiatives and awards including: Universal Children's Day, Emotional Health and Well-being Week, Fair Achiever Award and WoW Initiatives. Through the work carried out by the ECO group during the Autumn and Spring 1 Term the children were able to collate enough evidence of fair trade work carried

		<p>Continue to organise a variety of fun events and workshops to support understanding of importance of and commitment to Fairtrade. Continue to work with Warrington co-operative continuing to host Fairtrade stalls.</p> <p>To continue to identify appropriate curriculum links.</p>		<p>Week Beginning 5.3.20</p> <p>Ongoing</p>	<p>Fun workshops and activities enthusing commitment of whole community. Children and parents demonstrate a good understanding of the importance of Fairtrade.</p> <p>Children celebrate cultural diversity and value each person as unique.</p>	<p>out in class and at home including poster competitions, cross curricular lessons and whole school assemblies to allow us to be awarded with the Fair Achiever school award.</p> <p>We continue to ensure all children access information regarding Fairtrade including via assemblies and curriculum areas throughout the year and with a high focus during Fairtrade fortnight. Children have developed a good understanding of cultural diversity through PSHCE work. The children have focused greatly on ‘All different, all special’ and have demonstrated their understanding of this brilliantly. The children have also learnt through topics related to Emotional Health and Well Being through stories such as The Colour Monster and Something else, that not everyone is the same and that is something to be celebrated.</p>
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		Continue to evidence Fair Achiever Status		Ongoing	Fairtrade Status evidencing commitment and understanding of Fairtrade.	Miss Webber continued to collate evidence and completed the relevant documentation. The Fair Achiever has now been renewed until Summer 2022.
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The General Duty	Objectives	Action/ Strategies	Personnel	Timescale/Cost	Success Criteria/Outcomes	Evaluation
<p>To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010</p>	<p>To ensure zero tolerance to bullying. (Policy) (PSHCE)</p>	<p>Elect and work with the Anti-bullying Ambassadors to support them to promote our Kind Hands, Words and Feet message across the whole school.</p> <p>Participate in National anti-bullying week programme of events and activities</p> <p>Miss Scragg to attend Halton's Anti-bullying Operational Group if underway</p>	<p>Miss Scragg All Staff</p>	<p>Ongoing 9.9.19 4.11.19 6.1.20 16.3.20</p> <p>Week Beginning 11.11.19 Annually</p> <p>Ongoing</p>	<p>Zero tolerance to any form of bullying. No incidents of bullying across the school. (See Headteacher's Report)</p> <p>Participation positively promoting mutual respect</p> <p>Effective partnerships supporting work within the school.</p>	<p>Zero tolerance to bullying is supported by our proactive approach to promoting kind hands, feet and words and building on our ongoing work linked to equalities and children's rights.</p> <p>During the week the children and staff all enjoyed workshops delivered by Altru Drama supporting the importance of zero tolerance to bullying.</p> <p>Activities and ideas provided by the Anti-bullying Ambassadors also supported our anti-bullying work during British Values Week in November.</p> <p>This group was not formed.</p> <p>The annual conference in HBC is no longer taking place in the same format as in the past but is evolving to focus more on the children and young people and their experiences. Updated information and development of the conference will be shared and we will attend as and when a date is organised.</p>

		<p>SEAL topics included in home/school diaries, Peer Massage Daily nurture groups for identified children</p> <p>Review Anti-bullying Policy and Reporting Procedures in line with updated HBC Model Policy and Procedures.</p> <p>Continued participation in Unicef RRSA activities including Class Charters Continue work of Pupil Steering groups to support and promote the principles of RRSA and Unicef activities.</p>	<p>Miss Webber</p>	<p>Ongoing</p> <p>Autumn 2019 See Policy Timetable</p>	<p>SEAL, Daily nurture groups and Peer Massage supporting social and emotional development of confident, independent children</p> <p>Effective Policy and Procedures supporting excellent practice.</p>	<p>SEAL was updated for new School diaries now titled Home Information Books Peer massage is ongoing. Peer Massage is used across the school to promote our kind hands message and support children to become confident and resilient children. Nurture groups to be even further extended in light of COVID-19 during the next academic year.</p> <p>The Policy is reviewed annually. Behaviour and Anti-Bullying Policies were reviewed in consultation with parents using model policies provided by the LA. The children were involved in reviewing the policy. In this school there is zero tolerance towards racism and bullying. The principles and practice outlined in our Behaviour Policy remain relevant through Lockdown and phased return and on return in September. Any exceptionalities are outlined in See Addendum to Behaviour Policy. These specifically relate to rules around keeping ourselves and others safe.</p>
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				<p>Ongoing 9.9.19 4.11.19 6.1.20 16.3.20</p>	<p>RRSA confirming children's awareness of their role as citizens and an understanding of their rights and responsibilities.</p>	<p>RRSA group held another successful universal Children's day and raised money for UNICEF by all wearing Blue. Planning shows work being carried out during stand-alone days e.g. Universal Children's day address the rights of the child as well as being carried out in a cross curricular way e.g. through History discussing how children's rights have changed and why this is so important.</p>
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To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.	To maintain existing high standards of inclusive practice and procedures. (Inclusion Action Plan)	Continue confident implementation of Provision mapping. Timetable interventions as appropriate to need, refining focus across all ability groups and monitor impact. Focus on content of intervention support including entry and exit criteria.	Mrs Bird Miss Coughlan Miss Scragg Mrs Towell Miss Boardman	Ongoing 23.10.19 18.12.19 12.2.20 1.4.20 20.5.20 21.7.20 Ongoing	Provision Mapping in place and entry and exit criteria being used effectively. Strategies in place ensuring progress and achievement of potential. SEPPs used where necessary. Recording simplified.	Provision maps support the needs of the children and track support. SEPPs used for all children identified as SEND. Reviewed twice a year. Groups refined each half term at pupil progress meetings and evaluations of intervention.
		Continue to provide the 'Just Imagine' Reading for Pleasure opportunities for all.	Miss Hesling	Ongoing £600	All children enjoying reading experiences engendering a love of life long reading.	All children enjoy the Just Imagine books in a library style manner which offers great flexibility and continues to promote enjoyment in reading. Miss Hesling will audit books in preparation for next year.
		Provide Phonics and grammar workbooks for all children	Miss Hesling	Ongoing £500	Positive impact on confident approach and application of skills and on attainment of potential.	Phonics books were distributed and used by children at home to support learning focusing on reading skills, word building and grammar. (See Year 1 and 2 Phonics outcomes)

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<p>To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p>	<p>To maintain existing high standards of inclusive practice and procedures. (Inclusion Action Plan)</p>	<p>All accessibility issues incorporated into Building Projects: Hall Playground Sensory and additional needs Equipment as identified</p>	<p>Premises and Finance Committees LA Archdiocese Cunliffe's Surveyors</p>	<p>Autumn 2019-20</p>	<p>Accessibility and additional needs met in building design maintaining inclusive environment for all.</p>	<p>Accessibility Standing item on agenda. No requests from parents re-access to school. All areas throughout the school are accessible for all. Cross hatchings – car park (disabled bay, gate access to Infants and Juniors) Minor improvements identified through an environmental audit have all been completed.</p>

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<p>To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p>	<p>To promote community cohesion through the arts. (Arts Action Plan)</p>	<p>Further develop 'community Art Day' Events. (High focus Mission, Equalities Consultation)</p> <p>Organise Arts/Awe and Wonder Week</p>	<p>Mrs Paton, Mrs Jackson Miss Tittensor</p> <p>Mrs Paton, Mrs Jackson Miss Tittensor</p>	<p>12.10.19 4.7.20</p> <p>14.10.19</p>	<p>Exciting and motivating activities promoting community cohesion, mutual respect and celebration of diversity. Community supportive and engaged.</p> <p>Work produced and displayed at Runcorn Shopping City Children's appreciation of and aspirations in the arts enhanced through achievement of award.</p>	<p>Community Arts and Awe and Wonder Day 12th October 2019 Children and families enjoyed a wide range of autumn themed art and craft activities. Lots of families, past and present, attended. The Summer Community Arts & Awe and Wonder Day was cancelled due to Covid-19. Arts and Awe and Wonder Week produced some very creative music and art based activities. <u>Arts Awe and Wonder Week 14th-18th October</u> The children experienced a wide range of creative activities covering all aspects of the arts (Art, Drama, Dance, Music, Design, Creative Writing). The theme was class colours. Lots of positive feedback from staff as teachers and pupils were able to take ownership of their theme. Children responded with great enthusiasm and the outcomes were wonderful.</p> <p>Reception children enjoyed exploring colour mixing and textures through the themes 'Willy Wonka' - Purple Class, 'The Yellow Submarine' - Yellow Class and 'Autumn' - Orange Class. Year 1 explored different techniques and how</p>

					<p>they could represent their themes of ‘What is red?’ - Red Class, ‘Coral’ - Coral Class and ‘Japanese Art’ - Scarlet Class. Year 2 children explored shades of one colour. They looked at ‘Sea’ - Aqua Class, ‘Land’ - Green Class and ‘Sky’ - Blue Class.</p> <p>At the end of the week each class performed for their friends in other classes and year groups and we held an ‘Awe and Wonder Week Exhibition’ for the children to celebrate their wonderful art work with their families, friends and loved ones.</p> <p>Altru Drama delivered CPD for all teachers to help promote and provide inclusive drama experiences and opportunities for all children. Activities included circle games to build confidence, ‘whoosh activities’ to incorporate role-play/drama across all subjects and ‘freeze framing’ activities to help children to retell stories in new ways, to develop their comprehension skills and to support their expression.</p> <p>Teachers across year groups have incorporated the strategies across the curriculum. Children have enjoyed using strategies to retell stories during English</p>
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		<p>Develop links with community artists through community projects e.g. Halton Primary Art Network (HPAN) Focus Tokyo 2020</p>	<p>Mrs Paton, Mrs Jackson Miss Tittensor</p>	<p>Ongoing</p>	<p>lessons and have enjoyed employing the techniques during PE through an exploration of speaking and listening, role-play, movement and dance.</p> <p>The training was enjoyed by all staff, the session involved great team-building exercises and fun opportunity which promoted staff well-being.</p> <p>Yeah 2 children used a wide range of techniques explored at the HPAN CPD day to produce some fantastic work for our exhibit in Art Club during the autumn term. The work was exhibited in the central square at Runcorn Shopping City.</p> <p>The wonderful art work is now displayed in school for the children to celebrate.</p> <p><u>Halton Primary Arts Development Day 2.10.19</u> Provided excellent opportunities to learn new techniques and skills that could be taken back to the classroom and shared with teachers across all year groups. Miss Tittensor and Mrs Jackson attended Japanese Art workshops which provided very accessible techniques and ideas to reflect the Halton Arts Network 'Tokyo 2020' theme.</p>
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		<p>Continue Arts Award Initiative Children work towards an individual award through participation in arts activities at home and in school.</p>	<p>Mrs Paton, Mrs Jackson Miss Tittensor</p>	<p>Autumn 2019</p>	<p>Provided simple and effective techniques made adaptable and appropriate for EYFS and KS1.</p> <p><u>School Arts Festival: The Whitworth 10.10.19</u> Miss Tittensor and Mrs Paton heard from headteachers from primary schools who have the Artsmark and Arts Award. Case studies and scheme of work examples/celebration of work.</p> <p>Great opportunity to hear from guest speakers and to see performances and a celebrate schools who have achieved the Artsmark Award in the last year.</p> <p>Year 2 children have continued to develop displays and pieces of art linked to the 'Tokyo 2020' theme during Arts Club</p> <p>Arts Ambassadors continue to meet and decide upon ideas for future projects and Arts days.</p>
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	<p>Continue to embed Olympic and Paralympic Values across the curriculum with high focus on P.E./Sports Promote positive role models (P.E/Sports Action Plan)</p>	<p>PE co-ordinator to liaise with Mr Wood re: training and ideas. Continue to incorporate activities and values into planning and delivery.</p> <p>Provide additional resources for any children requiring specialist provision.</p> <p>Continue work of Pupil Sports Ambassadors and Play Leaders to support and promote the importance of Olympic and Paralympic principles impacting upon life-long skills including teamwork, confidence, determination, perseverance and resilience.</p>	<p>Mrs Bellard Mr Wood</p>	<p>Year 2 14.1.20 21.1.20 28.1.20 Year 1 3.3.20 10.3.20 17.3.20</p> <p>As identified Autumn 2019 Ongoing</p> <p>Meetings 9.9.19 4.11.19 6.1.20 16.3.20 22.6.20</p>	<p>Values understood and practiced supporting good relationships and mutual respect. Opportunities provided for variety of multi-sports including multi-cultural and disability sports Values understood and practiced supporting good relationships and mutual respect. Accessibility and additional needs met</p>	<p>After school clubs were successfully implemented by Mr Wood and children were given the opportunity to participate in a wide variety of sports including those featured in the Paralympics e.g. goal ball. All clubs available to all children in KS1. This enabled children to experience a wide variety of sports and develop a respect and understanding of the universal qualities of sports making links with the Olympic and Paralympic values promoted in school.</p> <p>Sports Ambassadors were successfully trained to help support the development of PE and sport within school. They helped to promote the use of the new playground markings by monitoring how equipment was used. During meetings with Mrs Bellard they discussed what equipment was needed and this was purchased to support all children during lunchtimes.</p>
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	<p>Continue to enhance promotion of British Values across the school</p>	<p>Review British Values Statement and associated Policies and procedures. Enhance Display/Outdoor Learning Environment Schemes of Work</p>	<p>Staff/Governors</p>	<p>Autumn 2019 Ongoing</p>	<p>British Values promoted and embedded across all aspects of school life.</p>	<p>Statement and associated policies and procedures reviewed annually. British Values are displayed throughout the school and are promoted in assemblies and through cross-curricular links as evident in planning and very specifically during our British Values Week in November.</p>
	<p>Maintain and publicise Disability and Equality Working Party and incorporate views of community</p>	<p>Working party to meet each term. Children's views invited through SEAL activities and school council and Steering Groups.</p>		<p>6.12.19 20.3.20 6.7.20</p>	<p>School takes account of the views of the community and incorporate into action plan</p>	<p>Working party continues to discuss relevant updates, changes in legislation/documentation</p> <p>Pupil Steering Groups continue to highlight the importance of pupil voice across the school.</p>

