



Knypersley First School Equality Targets 2023-25

Targets	Success Criteria	Actions	Year One Impact Review
<p>All stakeholders with additional needs including:- disabilities, medical or special educational needs have equal access to the curriculum.</p>	<ul style="list-style-type: none">• All discrimination is eliminated against those who have a disability, medical or special educational need.	<ul style="list-style-type: none">• A range of teaching styles and assessment methods are adopted to ensure accessibility to the curriculum.• Reasonable adjustments are made for all stakeholders to ensure their health, well-being and success. Strategies may include Targeted Teaching Plans, additional teaching opportunities, equipment to support, buddies/coaches/peer mentors, phased return plans, care plans etc.	<ul style="list-style-type: none">• Mastery approach embedded across the school this has enabled accessibility and ambition for all and increased % of our pupils are achieving ARE.• Graduated approach to supporting pupils with SEMH/ Cognition and learning needs well embedded across the school.• Personalised risk assessments i.e. for use of walking frame, signed by staff and parents to ensure full and safe access to the curriculum.• Bespoke curriculum to suit the needs of children with SEND. This has been Quality assured by outside agencies i.e. EPs and AiTs.• PLPs are SMART to ensure accelerated progress is made. These are monitored by the SENDCo and shared with parents.• All relevant pupils have care plans and staff are training to provide care where required.• PEEPs are in place for all pupils with additional medical and SEND needs.• 85% of SEND have attended a clubs since Sept 24• 100 % of send who have attended a trip this year?

<p>All stakeholders regardless of gender have the same opportunity to thrive in all areas of school life.</p>	<ul style="list-style-type: none"> • All gender discrimination is eliminated. • Gender attainment gaps close • Gender based attendance gaps close 	<ul style="list-style-type: none"> • Any gender attainment gaps are monitored and actions place to address. • The curriculum and home learning is designed with a range of interest. • Attendance is closely monitored with the EWO and actions/support put in place in line with the attendance policy. • Wider aspects of school life (clubs, trips, pupil leadership groups) are varied, appeal to both sexes/interests, and attendance is monitored by gender. • The non-core homework is varied and aims to address all interests. • Compliance with CFLP HR policies and CFLP recruitment and selection process. 	<ul style="list-style-type: none"> • Texts are carefully chosen to ensure they are engaging for both boys and girls. • Attendance is monitored daily, weekly and monthly and a robust graduated response to improve attendance has been implemented consistently. As a result Girls attendance- 95.9% Boys attendance 95.5% • The PA gap between boys and girls was originally quite wide in September 2023, being 3.9% in difference. This has closed by March 24 to 0.8%. • Data is monitored termly and as part of this male and female attainment and progress is analysed as a result focused work on boys writing outcomes in KS 1 /2 the gap between B and G attainment has closed from 4.82% to 1.86% between Nov 23 – March 24.
<p>All stakeholders are equal regardless of their religious beliefs or race.</p>	<ul style="list-style-type: none"> • All race discrimination is eliminated. • Children have good knowledge of different religions and their associated beliefs. 	<ul style="list-style-type: none"> • A broad and balanced RE curriculum following the SACRE guidance is delivered. • Carefully chosen assemblies in line with the RE & PSHRE curriculum. • Theme weeks – eg Faith in Focus • Resources promote cultural diversity eg library books, class texts, role play, display materials. • Work in partnership with outside agencies to seek advice to ensure fairness, inclusivity, and equality for all. • A work place inclusive culture is promoted in line with CFLP policy. 	<ul style="list-style-type: none"> • The SACRE syllabus is in place for our school and across the school the children learn in depth a variety of religions. • A comprehensive assembly plan is in place that covers a range of festivals, celebrations and links to our Trust values. • Faith in Focus week was an opportunity for children to learn about all aspects of a given faith from food to prayer. • PHSE Ed Curriculum offers opportunities to develop an age appropriate understanding of aspects of the protected characteristics . Pupil voice indicates pupils are tolerant and celebrate diversity. • 0% racist incidents reported • 0% discriminatory incidents reported.

Differences are recognised, respected and valued.	<ul style="list-style-type: none"> • Diversity is promoted and celebrated. • All stakeholders value each other and have a mutual respect and tolerance. • Positive relationships and attitudes are fostered. 	<ul style="list-style-type: none"> • A broad and balanced PSHRE curriculum • Carefully chosen assemblies with a variety of themes including current affairs and matters of the wider world. • Visits and visitors including members of the community/families are planned. • Theme weeks – eg anti-bullying week • Resources promote diversity eg library books, class texts, role play, display materials. • Staff code of conduct, volunteer & work experience handbooks promoted high expectations and positive culture. • School policies, practice and procedures ensure diversity & equality, eg Behaviour policy, staff/LAB recruitment • Behaviour is explicitly taught and modelled • Behaviour is regularly monitored though through a variety of ways eg behaviour incident log. Actions are taken to address and reported to governors. • Discriminatory incidents are logged and reported to governors. 	<ul style="list-style-type: none"> • Picture News is used to address current affairs. • Pupil and staff voice is used to ensure all feel valued and respected-this is then acted upon accordingly. • Links are made within the community-local care home, fire fighter visits, charities, dogs trust etc. • 3D PSHE Ed curriculum is used within school, the protected characteristics are woven through this curriculum and monitored by the leader. • Funding has been utilised to ensure there is a broad range of cultures and religions represented within school learning resources such as: library books, small world resources. • New behaviour policy in place including managing behaviour for SEND pupils and all stakeholders are aware and support this, as a result behaviour incidents have reduced on Arbor including for those with SEMH needs. (Do you have a number eg 7 incidents reduced to 1) • 0% racist incidents reported amongst pupils and staff. • 0% discriminatory incidents reported amongst pupils and staff. • 100% staff report their working environment is free from bullying and harassment.

