



Welcoming - Kind - Polite - Successful

Equality Objectives 2020-2024

Date Objectives Agreed with Governors	November 2020
Progress towards meeting the objectives to be reviewed annually	November
Policy approved by Headteacher	Mrs E Bailey
Chair of Governors	Louise Wood
Vice Chair of Governors	Ellie Hope
Date Next Review Due	November 2023
Date Final Review Due	November 2024

In accordance with The Equality Act 2010 we herewith detail our Equality Objectives as agreed with the Governing Body;

Objective 1	Promote understanding and respect for differences.
Objective 2	To ensure pupils in vulnerable groups (e.g. SEND /Pupil Premium) achieve well and make the same rates of progress as other pupils by actively closing any gaps in attainment and achievement that arise.
Objective 3	Ensure pupils have greater understanding of prejudice based bullying and derogatory language.

ANNUAL REVIEW OF PROGRESS



2020-2021 (November 2021)

Objective 1 <i>Steps being taken</i>	<ul style="list-style-type: none"> • Ensure that our children are educated in a caring environment where all children feel safe, happy and secure in school. • Encourage children to behave in a responsible manner toward each other, taking responsibility for their own behaviour in accordance with our behaviour policy.
Objective 1 <i>Evidence of progress</i>	<ul style="list-style-type: none"> • Through the SCARF curriculum program of work, all children are encouraged to discuss difference. • They show a respect for difference and it is celebrated. • Our children recognise that the world is constantly changing, and becoming more diverse and interconnected. They show understanding that all people are unique; they have varying abilities, beliefs, and traditions; and they are important as individuals. We know that children begin to notice differences in their toddler years, and that as children grow into adults, they will encounter diversity in every aspect of their lives and at West Kirby Primary, we are preparing them for this.
Objective 2 <i>Steps being taken</i>	<ul style="list-style-type: none"> • Ensure that careful monitoring of vulnerable groups is in place and that prompt action is taken when required. • Pupil Premium expenditure plans are based on our reviews of the impact of spending to improve outcomes for disadvantaged pupils
Objective 2 <i>Evidence of progress</i>	<ul style="list-style-type: none"> • Termly Pupil Progress meetings are carried out to identify individuals at risk of falling behind and to discuss actions to address this more effectively. • Data at the end of summer term 2021 shows that pupil attainment overall is broadly in line with non-disadvantaged and is improving.
Objective 3 <i>Steps being taken</i>	<ul style="list-style-type: none"> • Ensure that our children are educated in a caring environment where all children feel safe, happy and secure in school. • Ensure that all pupils, staff, parents and governors have an understanding of what bullying and prejudice mean and their impact on a victim's emotional wellbeing. • Ensure that all pupils, staff and parents/carers have guidance and strategies to deal with, resolve bullying, and prejudice related incidents when they occur. • Encourage children to behave in a responsible manner toward each other, taking responsibility for their own behaviour in accordance with our behaviour policy. • Ensure that the curriculum teaches why bullying/prejudice is unacceptable and how it can be dealt with effectively. • Ensure that the school's safeguarding procedures are considered and/or implemented if appropriate.
Objective 3 <i>Evidence of progress</i>	<ul style="list-style-type: none"> • Pupil voice show a good understanding of what bullying is and how to deal with incidents in school/ outside school. Through SCARF curriculum teaching, children are developing a wider understanding of prejudice; recognizing and challenging inappropriate words and behaviour.

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2021-2022 (November 2022)

Objective 1 <i>Steps being taken</i>	<ul style="list-style-type: none"> • Staff will continue to use Core Team (Eco, Global and Health) meetings to identify and implement purposeful opportunities for cross curricular themes where we can promote positive attitudes to difference. • Through a variety of assemblies planned throughout the year, the children will learn about people from a variety of different backgrounds, cultures and faiths. They will take part in assemblies delivered by national and local organisations to raise awareness of what is happening both nationally and locally that may affect them now or in the future. • The children will continue to learn about British Values and how they can be applied across our school community. Opportunities to demonstrate British Values are built into the ethos, culture and vision of our school. • EAL children are supported to settle into our school community. • Introduction of Neurodiversity week • School Library and Class Library to contain a wide selection of books that represent others. • Introduction of the WKPS values and a clear shared vision. • Reviewed and updated Behaviour and Anti bullying Policy. • CPD for staff – increased awareness of Protected Characteristics.
Objective 1 <i>Evidence of progress</i>	<ul style="list-style-type: none"> • Core Team action plans identify opportunities for purposeful and relevant cross curricular themes to promote positive attitudes and differences. • Assemblies are planned to support the children's learning of British Values, to explore a wide range of faith celebrations, to promote the children's SMSC development as well as their mental health and wellbeing. Cross curricular writing opportunities are planned in lessons to use whole school themes such as Global Learning and Globalisation, Refugees, Saving and protecting our planet and the local environment, West Kirby as a transition town, Fairtrade, Cyber Bullying and also to take into account any local or national events that are taking place. • EAL children have settled well into our school and are making good progress. • Successful Neurodiversity week and participation in the umbrella project. • Wide selection of books have been purchased, in particular through the Amazon Wish List. • WKPS values being embedded within all aspects of school. • Updated Behaviour and Anti-bullying Policy in place. • Limited behaviour incidents which relate to lack of respect for difference
Objective 2 <i>Steps being taken</i>	<ul style="list-style-type: none"> • Termly Pupil Progress Meetings • The Senior Leadership Team will monitor all cohorts through the year and ask teachers to identify specific interventions and strategies to enable us to ensure good or better progress is made by the vulnerable groups of children in each class. • Class teachers to monitor vulnerable pupils and track progress being made to diminish the difference by disadvantaged and non-disadvantaged children. • Three Year Pupil Premium Strategy in place, based on evidence informed research • Staff are fully aware who these children are. • Proactive and knowledgeable SENDCo in place at WKPS to ensure that staff are supported and SEND children receive the support that is needed as quickly as possible. • Link Governor to explore data.

	<ul style="list-style-type: none"> • NTP was in place in the spring/summer term (2022). • Pastoral support in place where needed.
Objective 2 <i>Evidence of progress</i>	<ul style="list-style-type: none"> • Termly Pupil Progress meetings continue to be carried out to identify individuals at risk of falling behind and to discuss actions to address this. • Pupils from disadvantaged backgrounds are supported to maximise their attainment and improve their life chances by all children receiving quality first teaching which is rigorously tracked and supported by targeted interventions to work towards all children attaining against age related expectations. Curriculum and extra-curricular opportunities are designed to meet the needs of disadvantaged children encouraging engagement and enjoyment. • Data at the end of each key stage for the summer term 2022 shows that our disadvantaged groups are performing in line with non-disadvantaged groups and at times exceeding • Children who are engaged with Pastoral Support engage well and report the sessions to be beneficial.

Objective 3 <i>Steps being taken</i>	<ul style="list-style-type: none"> • Pupils across the school given opportunities to develop knowledge and understanding of the impact of prejudice based bullying and greater understanding of people's rights and their life choices • Anti-bullying week • Show Racism the Red Card • Digital Leaders • Project Evolve/Digital Awareness • PSHE Curriculum supports the children to make good choices and to understand that derogatory language is not acceptable. • Smoothwall Monitoring • Revised and updated Anti-bullying Policy • Clear consequences and actions for any prejudice-based bullying and/or derogatory language. • WKPS culture and ethos – children are listened to and information is acted on. • Encourage children to behave in a responsible manner toward each other, taking responsibility for their own behaviour in accordance with our behaviour policy. • Ensure that the curriculum teaches why bullying/prejudice is unacceptable and how it can be dealt with effectively. • Online safety newsletters and top tips shared with parents & carers
Objective 3 <i>Evidence of progress</i>	<ul style="list-style-type: none"> • Pupils are taught about the value of kindness and incidents of prejudice -based bullying and/or the use of derogatory language is rare. • Bullying incidents have been very rare over a 12-month period. • Stakeholders know how to raise bullying or derogatory incidents. • Derogatory language incidents have been rare. • The children at WKPS are very accepting of others.

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2022-2023 (November 2023)

<p>Objective 1 <i>Steps being taken</i></p>	<ul style="list-style-type: none"> • Respect is a key priority for WKPS this academic Year • Reminder about Respect when discussing WKPS values • Staff will continue to use Core Team (Eco, Global and Health) meetings to identify and implement purposeful opportunities for cross curricular themes where we can promote positive attitudes to difference. • Through a variety of assemblies planned throughout the year, the children will learn about people from a variety of different backgrounds, cultures and faiths. They will take part in assemblies delivered by national and local organisations to raise awareness of what is happening both nationally and locally that may affect them now or in the future. • The children will continue to learn about British Values and how they can be applied across our school community. Opportunities to demonstrate British Values are built into the ethos, culture and vision of our school. • EAL children are supported to settle into our school community. • Neurodiversity week • School Library and Class Library to contain a wide selection of books that represent others. • Embedding the WKPS values and a clear shared vision. • Behaviour and Anti bullying Policy reissued after review undertaken with a parent working party. • CPOMS records up to date and effective for tracking issues/incidents • CPD for staff – Bullying Awareness Training for staff • CPD for staff – increased awareness of Protected Characteristics.
<p>Objective 1 <i>Evidence of progress</i></p>	<ul style="list-style-type: none"> • Core Team action plans continue to identify opportunities for purposeful and relevant cross curricular themes to promote positive attitudes and differences. • Assemblies continue to be planned to support the children's learning of British Values, to explore a wide range of faith celebrations, to promote the children's SMSC development as well as their mental health and wellbeing. Cross curricular writing opportunities are planned in lessons to use whole school themes such as Global Learning and Globalisation, Refugees, Saving and protecting our planet and the local environment, West Kirby as a transition town, Fairtrade, Cyber Bullying and also to take into account any local or national events that are taking place. • EAL children have settled well into our school and are making good progress. • Successful Neurodiversity week and participation in the umbrella project. • Wide selection of books continue to be purchased. • WKPS values are embedded within all aspects of school. • Updated Behaviour and Anti-bullying Policy in place. • Behaviour incidents which relate to lack of respect for difference continue to be limited.
<p>Objective 2 <i>Steps being taken</i></p>	<ul style="list-style-type: none"> • Termly Pupil Progress Meetings • The Senior Leadership Team will monitor all cohorts through the year and ask teachers to identify specific interventions and strategies to enable us to ensure good or better progress is made by the vulnerable groups of children in each class. • Class teachers monitor vulnerable pupils and track progress being made to diminish the difference by disadvantaged and non-disadvantaged children. • Three Year Pupil Premium Strategy in place, based on evidence informed research

	<ul style="list-style-type: none"> • Staff are fully aware who these children are. • Proactive and knowledgeable SENDCo in place at WKPS to ensure that staff are supported and SEND children receive the support that is needed as quickly as possible. • Link Governor to explore data. • Pastoral support in place where needed. • Referrals to Early Help when needed. • Referral and support from MHST councillors for both parents and children.
Objective 2 <i>Evidence of progress</i>	<ul style="list-style-type: none"> • Termly Pupil Progress meetings continue to be carried out to identify individuals at risk of falling behind and to discuss actions to address this. • Pupils from disadvantaged backgrounds are supported to maximise their attainment and improve their life chances by all children receiving quality first teaching which is rigorously tracked and supported by targeted interventions to work towards all children attaining against age related expectations. Curriculum and extra-curricular opportunities are designed to meet the needs of disadvantaged children encouraging engagement and enjoyment. • Data at the end of each key stage for the summer term 2023 shows that our disadvantaged groups are performing in line with non-disadvantaged groups. • Children who are engaged with Pastoral Support engage well and report the sessions to be beneficial. • Families who are engaged with Early Help engage well and report support is beneficial.

Objective 3 <i>Steps being taken</i>	<ul style="list-style-type: none"> • The curriculum has been enhanced through workshops and visitors so that all pupils across the school have opportunities to develop knowledge and understanding of the impact of prejudice based bullying and greater understanding of people's rights and their life choices. • Pupil voice shows a good understanding of what bullying is and how to deal with incidents in school/ outside school. Through SCARF curriculum teaching, children are developing a wider understanding of prejudice; recognizing and challenging inappropriate words and behaviour. • Anti-bullying week (November 2023) • Altu Drama Production – Anti-Bullying Week Theme • World Tolerance Day Assembly – Year 5 • Project Evolve/Digital Awareness; Online safety newsletters and top tips shared with parents & carers and added weekly to the school website. • PSHE Curriculum supports the children to make good choices and to understand that derogatory language is not acceptable. • My Happy Mind has been used across the school to teach children about the brain and how to keep it healthy. • Smoothwall Filtering and Monitoring is in place • A new Anti-bullying Policy was developed with the help of a parent working party • Clear consequences and actions for any prejudice-based bullying and/or derogatory language. • WKPS culture and ethos – children are listened to and information is acted on. • All children know and understand how to live the WKPS values- Welcoming, Kind , Polite and Successful.
Objective 3 <i>Evidence of progress</i>	<ul style="list-style-type: none"> • Pupils continue to be taught about the value of kindness and incidents of prejudice-based bullying and/or the use of derogatory language continues to be rare. • Bullying incidents have been rare over a 12-month period, but those brought to our attention are dealt with quickly and in line with school policy.

	<ul style="list-style-type: none"> • All Stakeholders know how to raise awareness of bullying or derogatory incidents so that they can be addressed. • Derogatory language incidents have been very rare. • The children at WKPS are very welcoming, kind and accepting of others; they take the school values to heart.
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2023-2024 (November 2024)

Objective 1

Steps being taken

Objective

Evidence of progress

Objective 2

Steps being taken

Objective 2

Evidence of progress

Objective 3

Steps being taken

Objective 3

Evidence of progress