



# Nevill Road Junior School



# Equality Objectives Development Plan 2021 – 2022 Review

The school's current Equality Objectives are:-

*The school monitors and reviews its equality objectives in consultation with parents, pupils, staff and members of the local community.*

**1. To continue to develop our nurturing and inclusive school, where everyone is respected and valued, through embedding the use of Restorative Approaches as reflected in the Behaviour and Anti Bullying Policies.**

**2. To address the impact of lost teaching and learning time caused by Covid-19 and ensure that all children have the opportunities to continue to be successful on their individual learning journeys.**

**3. To continue to develop a broad and balanced curriculum that is accessible for all.**

**4. To raise attainment in reading, writing and maths for specific, identified groups and individual children.**

Equality Objective	Actions and Implementation	Timeframe	Impact
<p><b>1 To continue to develop our nurturing and inclusive school, where everyone is respected and valued. This is promoted through the Behaviour, RSE and Anti Bullying Policy.</b></p> <p><i>As a school we currently: Have restorative ambassadors (Y6) Staff training for RA Children feel listened to and believed. (Pupil voice / questionnaire.) Staff 'notice' things because they know the children. Nurture groups and weekly check ins for specific children. Whole school check in system twice a day. Children open up about differences as they feel accepted. Weekly circles and reactive circles. Assemblies to reinforce positive behaviours and respect for all.</i></p>	<p><b>Ensure all stakeholders are aware of protected characteristics.</b></p> <p><b>Restorative Ambassador training</b></p> <p>Review of Anti Bullying policy.</p> <p><b>Review of Behaviour Policy and steps.</b></p> <p><b>Implementation of the RSE Policy.</b></p> <p><b>Parent workshops.</b></p>	<p><b>2022</b></p>	<p><b>Consistent use of RA by all staff evident.</b> <b>Refresher training delivered by EA / Relationships audit feedback.</b></p> <p><b>Consistent use of Behaviour Policy by all staff.</b> <b>Behaviour steps have been reviewed. Policy has been reviewed and approved - staff consultation.</b></p> <p><b>Bullying is reported by children and dealt with swiftly by all staff.</b> <b>Anti bullying survey results have been followed up.</b></p> <p><b>Zero tolerance of any form of discrimination - safeguarding / prevent duty.</b> <b>All staff have updated online prevent duty training.</b></p> <p><b>Pupil voice shows that the majority of children feel listened to in school and issues are resolved swiftly.</b> <b>See anti bullying survey</b></p> <p><b>Positive Relationships and Behaviour Policy has been approved after consultation with stakeholders.</b></p> <p><b>Children have a better understanding of other cultures and respect for all.</b></p>

*Computing curriculum includes e safety  
PSHE curriculum including RSE  
Children exposed to positive role model  
from different cultures.*

**Stonewall training  
for staff**

**Prevent Duty**

**Training**

**completed by all**

**staff**

**Stonewall materials are being used across school  
through assemblies and circles. (Introduced Summer  
Term 2022)**

**RSHE Curriculum is in place and implemented Summer  
2022.**

2. To address the impact of lost teaching and learning time caused by Covid-19 and ensure that all children have the opportunities to continue to be successful on their individual learning journeys.

*As a school we currently:*

*Ensure staff training is in place through the LA and in house.*

*Use pre learns to help plan units of work based on gap analysis.*

*Use same day interventions to 'catch up' learning in maths.*

*lexia, phonics and reading interventions are in place.*

*Remote learning offer is in place and set up through google classroom.*

*Ready to progress maths resources*

*Termly assessments.*

*100 book challenge and x tables rewards.*

*Benchmarking week - reading*

*Attachment training*

*Recovery Curriculum in place to rebuild relationships.*

**SDP / Recovery Curriculum Target 2021 - 22**

**See Catch Up Premium Funding allocation and action plan**

**Target children are clearly identified and appropriate support is in place.**

**To develop children's independence skills and learning behaviours (SEND)**

**Whole staff training on impact of bereavement. LJ trained to deliver to whole staff.**

**Bespoke interventions for writing.**

**2022**

**Evidence of progress has been made by all children.**

**See FFT data and books.**

**Pupil voice**

**KS2 outcomes**

**Data reports to governors**

**Targeted provision information**

**Inclusion learning walk - HB feedback**

**KS2 2022 data**

A R E	All	Boys	Girls	SEND
R	83%	89%	78%	44%
W	87%	89%	82%	33%
M	74%	84%	63%	22%
A R E	EAL	FSM	Disadvantaged	
R	73%	80%	75%	
W	73%	70%	67%	
M	82%	60%	56%	

<p><b>3. To continue to develop a broad and balanced curriculum that is accessible for all.</b></p> <p><i>As a school we currently:</i></p> <p><i>Have a universal offer for all subject areas with specific support in place for our SEND learners.</i></p> <p><i>All subjects are valued by staff and children.</i></p> <p><i>Blocking subjects allows children to become immersed in their learning and teachers can pick up and address misconceptions more effectively.</i></p> <p><i>Dyslexia friendly and inclusive classrooms.</i></p> <p><i>Staff are aware of different groups e.g. SEND, PP, EAL</i></p> <p><i>pupil voice is carried out in all subject areas.</i></p> <p><i>All children are involved in their SEND reviews with parents.</i></p> <p><i>Entitlement framework is known and implemented through a gradual approach.</i></p>	<p>See SDP</p> <p><b>Deep dives take place in all subject areas.</b></p> <p><b>Pupil voice in all subject areas to take place again.</b></p> <p><b>life skills groups to be set up.</b></p>	<p>2021 - 2022</p>	<p>Pupil voice shows that all children can access learning across the curriculum.</p> <p><b>Curriculum deep dive evidence</b></p> <p>Book looks</p> <p>Universal offer in place for all subjects and evidence shows this has been implemented.</p> <p><b>Inclusion review HB - see feedback</b></p>
---	---	--------------------	---

<p><b>4. To raise attainment in reading, writing and maths for specific, identified groups and individual children.</b></p> <p><i>As a school we currently:</i></p> <p><i>Have very skilled and knowledgeable staff.</i></p> <p><i>High expectations for all</i></p> <p><i>A variety of resources are used to support children with SEND.</i></p> <p><i>Bespoke interventions</i></p> <p><i>Restorative approaches</i></p> <p><i>Support form external agencies e.g. BSS, Primary Jig, Ethnic Diversity etc</i></p> <p><i>Awareness of gender issues in the curriculum e.g. boys reading and the types of books they prefer.</i></p> <p><i>Regular book looks across the curriculum.</i></p>	<p><b>Analysis of data 2019 shows that there is a gap in attainment for pupils with SEND and FSM.</b></p> <p><b>See Pupil Premium Policy / Funding report.</b></p> <p><b>Bilingual books to be provided</b></p> <p>Staff training in how to support children with additional languages to meet the needs of the changing school demograph. <b>Individual staff - next step whole school.</b></p>	<p>End of academic year 2019- 20 then on-going</p>	<p>See improved progress for these cohorts of children. Attainment gaps are reduced and evidence of progress can be seen. e.g. standardised scores and books.</p> <p><b>Termly targeted provision - children identified and</b></p>
--	--	--	---