

Braywood CE First School

Equality Objectives 2022-2024



Principles

We aspire for all our children to become confident, emotionally resilient, and compassionate individuals who achieve personal excellence through strength of character and a love of learning.'

These objectives are part of our commitment to promoting equality and providing an inclusive school.

- To identify any potential inequality, demonstrating that the school is attempting to eliminate discrimination and advance equality
- Achieve awards to ensure that we are constantly reviewing our status as an inclusive school and through the attachment aware status ensure that our school community understands the needs of healthy attachments with their children.

Protected Characteristics

The Equality Act 2010 protects pupils or prospective pupils from discrimination or being treated less favourably because of their:

- Disability
- ethnicity and race
- gender (sex)
- gender reassignment
- religion and belief
- sexual orientation

Context

Braywood is a Church of England voluntary controlled school founded in 1875. We cater from between 120-140 children between 4 to 9 years of age. Our school serves a varied socio-economic region, three miles outside a thriving town, but effectively is still a rural school. Whilst parts of the local area are affluent, other parts of the area are mixed with significant levels of deprivation and unemployment. Children come into school with average or below average skills, with low levels of resilience and independence. Our families are mixed with many working parents and single parent families. We have many multi-ethnic families and are not a typical rural school. We currently have 125 pupils in school where economically vulnerable pupils account for 11% but if we add pupils with a safeguarding or special educational need that figure rises to 34%. We have 3 pupil premium pupils. We have a very good reputation for catering for vulnerable pupils

Data

PP	Whole School Data on Groups for Reading, Writing & Maths combined who achieved ARE											
	SEND		Pupil Premium		Service		Ethnic		Boys		Girls	
2017-18	70%	(20%)	86%	(14%)	88%	(12%)	98%	(41%)	93%	(31%)	96%	(42%)
2018-19	60%	(25%)	82%	(15%)	88%	(60%)	95%	(62%)	81%	(47%)	85%	(51%)
2019-20	54%	(25%)	88%	(12%)	100%	(50%)	86%	(59%)	86%	(33%)	86%	(33%)
2020-21	57%	(17%)	64%	(0%)	86%	(25%)	89%	(61%)	87%	(60%)	83%	(46%)
2021-22	61%	(18%)	100%	(0%)	93%	(17%)	90%	(38%)	85%	(32%)	90%	(39%)

Provision

At Braywood we have an ethos that embraces diversity and equal opportunities for all. We welcome everyone irrespective of race, gender, religion, age, sexual orientation, disability or social standing. We promote equality and are committed to providing equal opportunities which permeate every aspect of school life. Our Christian distinctiveness and vision support the spiritual, moral, social and cultural growth of our children. Our curriculum and extra-curricular opportunities have religious, PSHE, SEAL and general pastoral care are integrated into our curriculum to ensure that our children day-to day interactions understand ways in which difference and diversity can be celebrated and inequality and prejudice challenged. We call this religious character.

We aim to overcome potential barriers to learning for all. Those who attract the Pupil Premium funding and those with Special Education Needs or Disabilities, are supported and encouraged to participate and achieve in every aspect of school life. The additional funding is used to provide children who are vulnerable to under achievement with the support they need, both academic and pastoral, to help them achieve their potential.

Our achievements to date are very comprehensive. We have annual training on mental health and anxiety and have a trained Mental Health lead. We have two trained ELSA (Emotional Health Support Assistants) and a trained Nurture teacher. We attained the borough accredited Inclusive Award and are an Attachment Aware school. We teach character education.

Actions

1. To attain the Attachment Aware Theory Award and apply this knowledge to whole school community.				
<i>Dates & Role</i>	<i>Actions</i>	<i>Monitor</i>	<i>Cost</i>	<i>Success Criteria</i>
Sept 2022 onwards <i>Involve the whole school including parents in an understanding of attachment theory.</i>	<ul style="list-style-type: none"> Complete assessment process alongside educational psychologist. Project - work alongside parents to amend our behavioural policy and induction process to include attachment. Refresh staff's understanding of attachment theory 	Headteacher, Educational Psychologist and Governors	In-service and time out of the classroom.	<ul style="list-style-type: none"> Timetable of activities programs to attain the award. To have changed our paperwork so parents understand the importance of attachment theory. For staff to have more understanding of children with attachment issues.
2. Continue to purchase more books for the reading scheme to challenge ethnicity, gender stereotypes, careers etc				
<i>Dates</i>	<i>Actions</i>	<i>Monitor</i>	<i>Cost</i>	<i>Success Criteria</i>
Jan 2021 to June 2023	<ul style="list-style-type: none"> Introduce new 'Heritage Day' to complement the rest of our special days including authors. Purchase the second half of the reading scheme to challenge the children's views. 	Headteacher Class teachers and Governors	PTA - £1,500	<ul style="list-style-type: none"> To introduce more diversity to the reading scheme Invite author who reflects diverse community. To add challenge to gender stereotypes

3. Through play purchase more equipment that challenges religious, gender, ethnic stereotypes and reflects the diverse community of our school.

<i>Dates</i>	<i>Actions</i>	<i>Monitor</i>	<i>Cost</i>	<i>Success Criteria</i>
Sept 2022-June 2024	<ul style="list-style-type: none"> • Purchase more play equipment e.g., dressing up, dolls etc. • Alongside diverse religious visits, review our religious artefacts. 	Headteacher and Governors	Costs £500 £200	<ul style="list-style-type: none"> • A wider choice of play equipment for the Nursery, Early Years and Year 1. • A greater range of religious artefacts.

Impact of core provision

Our data shows that we include everyone in our curriculum provision. We aim to continue to improve our assessments of our pupils and their emotional health and well-being.