

Regis Manor Primary School

Equality Objectives 2021 - 2022



The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence gathered through surveys, pupil and parent voice and a review of school curriculum areas. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives. This will happen twice a year in february as a mid year review and July as an end of year review.

Objective	Actions to be Taken	Lead Member(s) of Staff	Outcomes
Promote understanding and respect for differences.	Identify opportunities in the curriculum to celebrate diversity. Use assemblies and curriculum opportunities to challenge stereotypes and celebrate festivals of a range of cultures and countries.	SLT - termly Teaching Staff and SLT - termly	A curriculum embedded with wide opportunities which represents the richness of global cultures. Greater understanding and respect for other cultures and beliefs throughout the school community. The school ethos fosters respect of the diversity and multinationalism of the school and global community.

<p>Narrow the disadvantaged pupil gap in EYFS so that a greater proportion of DA pupils finish the year with age expected outcomes for communication and language</p>	<p>Pupils with low levels of communication and language competency identified during baseline</p> <p>Staff training on supporting and developing early language</p> <p>Interventions identified and used as necessary</p> <p>Language rich curriculum approaches developed and embedded</p>	<p>EYFS staff - term 1</p> <p>Inclusion lead - termly</p> <p>All class teachers</p> <p>Led by AHT - seasonal terms All staff throughout the year</p>	<p>Gap in communication and language reduced at the end of EYFS.</p>
<p>Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition</p>	<p>Review current EAL support process at RMPS</p> <p>Setup language support packs for teachers/pupils</p> <p>Teachers to make early assessment of EAL needs (and English competency) and identify appropriate interventions.</p>	<p>Inclusion lead - term 1 and beyond</p> <p>Inclusion Lead - term 2</p> <p>Class teachers and support staff as appropriate</p>	<p>New pupils are supported and interventions put in place to ensure a positive transition to Regis Manor.</p>