



## EQUALITY TARGETS 2020-2023

*Headteacher:* Ms. V. May .....

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## RECKLEFORD SCHOOL & NURSERY EQUALITY TARGETS 2020-23

Article 2 The Rights of a Child Convention applies to every child, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

Article 14 Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 29 Education must develop every child's [personality talents](#) and [abilities to the full](#).

Article 30 Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

EQUALITY TARGET	ACTION	MONITORED	IMPACT
<b>Community Cohesion</b>	<b>3 years</b>		
<p><b>To promote and enhance community cohesion and a sense of shared belonging in the school community</b></p> <p><b>For our school environment to represent and celebrate the fact that we are a multi cultural and multi faith school.</b></p> <p><b>For children to know that all children are born with equal rights, and what those rights are and how we can support them.</b></p>	<p>Questionnaires to all parents – outcomes actioned</p> <p>RIGHTS OF A CHILD work towards gaining GOLD in the UNICEF programme</p> <p>Review of resources, displays.</p> <p>Curriculum monitored to reflect diversity.</p> <p>Review vision picture at the end of each year for Yr2</p>	<p>SLT &amp; FGB</p> <p>MM</p> <p>GOLD R&amp;R awarded</p> <p>Children's feedback from vision review and questionnaire reflects confidence and pride in themselves and their progress</p>	<p><b>All pupils at Reckleford will understand their rights as children and as learners and as members of a community</b></p> <p><b>They will view themselves positively against the vision of a Reckleford Child</b></p> <p><b>They will be engaged and confident to move to the next stage of their education</b></p> <p><b>Reckleford will be a Rights &amp; Respecting Gold Standard environment</b></p>
<b>Religion / Belief</b>	<b>Programmes in Action</b>		
<p><b>To promote understanding &amp; interest &amp; respect for a range of belief systems</b></p>	<p>RE /PSHE / RHE curriculum</p> <p>RIGHTS &amp; RESPECTING PROGRAMME</p> <p>Assembly themes support this</p> <p>School Promise</p>	<p>MM</p> <p>SLT</p> <p>SLT</p> <p>UNICEF PROGRAMME</p> <p>SLT</p>	<p><b>All children at Reckleford will have an understanding that people can have different beliefs and traditions and that these are all important and interesting (vision review / RE/ PSED assessment)</b></p>

	Rights of a Child British Values	All staff	
<b>Disability/SEN/Vulnerable</b>	<b>Yearly</b>		
<p>To monitor and analyse pupil progress by race, gender, SEN, FSM/PP, LAC &amp; EAL</p> <p>To maintain at least equal progress of these groups with all other children</p> <p>To appropriately identify needs and enable parents to understand them and children to make progress with appropriate support for them.</p> <p>To continue to diminish differences in attainment from starting points compared to other children</p>	<p>Data tracked, interventions made, nothing less than good teaching.</p> <p>Home learning and Catch-up work back in school should leave no child or group of children behind.</p>	<p>All teachers</p> <p>HT &amp; FGB</p> <p>Promise – ‘To know that we are all different, but that we are all important’</p>	<p>All children and groups make at least expected progress – progress data</p> <p>Children and parents are supported successfully – children’s experience is successful and positive; parents understand and support what is in place.</p>
<b>Gender</b>	<b>Yearly</b>		
<p>To ensure that children are referred to, treated and make progress EQUALLY at Reckleford School &amp; Nursery</p> <p>Ensure equal progress of boys and girls and to diminish the difference in attainment (non-SEN) over time</p> <p>Children are not unduly distinguished by gender through language used by staff; resources provided or responsibilities given.</p>	<p>Data tracked, interventions made, nothing less than good teaching</p> <p>Expectations in and around school &amp; Nursery are the same re: behaviour, responsibilities and aspirations</p> <p>PSED / RHE teaching allows discussion and challenges stereotypes</p> <p>Monitor take up of extra curricular activities/monitor school rewards systems to ensure equality and</p>	<p>All staff at all times</p> <p>HT &amp; FGB</p>	<p>All groups make at least expected progress</p> <p>Data differences between groups diminish.</p> <p>Gender has no influence on confidence, aspiration and outcomes (vision review, progress data, feedback and questionnaires)</p>

	<b>representation across the school offer</b>		
<b>Ethnicity</b>	<b>Yearly</b>		
<p>Ensure equal progress of EAL and non EAL. To diminish the difference in attainment (non-SEN) over time (minimum of 2 years for those new to country to achieve Age Related Expectations in reading &amp; maths)</p> <p>Children and parents show nothing but respect for and interest in each other's different languages and countries of origin</p>	<p>Previous experience and support to settle monitored Data tracked, interventions made, nothing less than good teaching</p> <p>Very regular community events staff supporting morning &amp; afternoon playground Feedback to children very positive and encouraging</p> <p>Children learn a Christmas song from another European country</p> <p>Translations available to parents</p>	<p>All staff</p> <p>HT &amp; FGB</p> <p>PTA</p>	<p><b>All groups make at least expected progress</b></p> <p><b>Differences between groups diminish when children have attended for 2 years or more.</b></p> <p><b>There are no reported (or at least repeated) racist incidents</b></p> <p><b>Parents all feel the school is a safe and happy environment (questionnaires and staff / governor feedback)</b></p>

To be monitored termly, including each governors meeting.