



Equality Objectives 2022-23

The Annual Report on progress towards the school's equality objectives – Evaluation 3

<u>Objective 1</u>	<u>Actions</u>	<u>Success Criteria</u>
To raise awareness of diversity of culture and religion	To enable pupils to fully understand and appreciate the broad diversity of British society, we will hold assemblies, cultural visits, different places of worship, visitors and networking with pupils from different backgrounds and cultures.	Awareness across the whole school of people from different cultures/religions. Understanding, tolerance and respect will be improved and form part of our embedded culture across the school, shown in developing understanding progressively built upon at age appropriate stages.

Progress towards objective:

- Picture News continues to be used to promote British Values.
- The reading overview for the whole school now contains a range of books to cover equality and diversity on a range of topics and themes.
- Other cultures remain in the teaching of other faiths in RE and has raised awareness of diversity with the children.
- The revised school Mission Statement and Attachment Aware Behaviour Policy have been successfully implemented and continue to be reviewed regularly and informed by all stakeholder voice.
- In the academic year 2020/21 the new PSHE Scheme (Jigsaw) scheme was introduced as a whole school approach to PSHE. This continues to be implemented effectively across school.
- External validation of Pupil Voice in this area by the LA, OFSTED October 2022 and Catholic School's Inspectorate May 2023, demonstrates that our children are able to articulate that St Anne's is a fully inclusive school and that they show good understanding of the different needs of each other and recognise that some pupils require additional support in different forms to allow them to reach their full potential. Children are respectful of others.
- School House Team charity and fundraising work for various causes raises awareness of different cultures and the needs of others in different parts of the world. CAFOD work raises this awareness further. (see CSED and SIP evaluations for further evidence). The work of the Mini Vinnies and CAFOD

Club highlight this further. See Catholic School's Inspectorate report for further evidence.

Next Steps:

- Curriculum leaders will continue to embed how all subjects facilitate the planning and coverage of diversity and beliefs.
- Equality and Diversity will be recognised across the school through curriculum opportunities and other topical issues related to our Catholic faith and Mission and contributions as global citizens .
- Planned trips and visits and also visitors into school will enhance the curriculum offer and Cultural Capital with other faiths and cultures in mind.
- Celebrate the different cultures within our own school community through a plan to work alongside these parents and families specifically. Especially with an increase in pupils attending from ethnic minority groups.
- School will continue to engage with local services to support children and families from ethnic minority groups.

<u>Objective 2</u>	<u>Actions</u>	<u>Success Criteria</u>
<p>Within each cohort, where possible increase the percentage of disadvantaged children working at or within age related expectations. (Different for each cohort)</p>	<p>Pupils from disadvantaged backgrounds are supported to maximize their attainment and improve their life chances by all children receive 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 in line with appropriate Pupil Premium plan.</p>	<p>The attainment gap continues to diminish between disadvantaged pupils and their non-disadvantaged peers at the end of each Key Stage and within cohorts. A higher percentage of disadvantaged children continue to make sufficient and accelerated progress across the academic year. Children will access all learning consistently and effectively.</p>

Progress towards objective:

- Children have access to external counsellor to help with barriers to learning. The school mental health offer has been strengthened over the last few academic years with a high priority placed on quality provision. The introduction of My Happy Mind and working towards the Therapeutic School's award. School also engage with the Mental Health Practitioner offer for identified children. The DHT is responsible for the monitoring and tracking of the progress of children on the disadvantaged register.
- There is a strong emphasis on pastoral support for these groups of children with a variety of Pastoral Support Plans tailored to individual needs. The school has an effective graduated response to pastoral support, which is reviewed each half term. The school Wellbeing Team has been extended to include a Wellbeing Manager with operational responsibility for mental Health and Pastoral care.
- School has excellent partnerships with external agencies including the Behaviour Improvement Team within the LA to support the needs of our most vulnerable disadvantaged children with significant behavioural needs which present barriers to their learning, development, and well-being.
- Pupil Premium children are targeted for interventions, with their individual gaps in learning/knowledge identified, including the Third Space Learning Tutoring Programme. Staff training has also been highly invested in to meet the needs of our most vulnerable children. Performance data continues to be monitored.

Next Steps:

- Continue to monitor the data for disadvantaged groups.
- Maintain and monitor the school's provision mapping and measure for Impact across SEND and pastoral intervention.
- Use the catch-up premium grant effectively and measure impact to support these groups in the school's intervention planning.
- Revised intervention and monitoring for PP with new tracking and evaluation for teachers to complete to continue.
- Counselling and all other pastoral support will continue including referral to external agencies.
- Continue to modify staff deployment and support programmes in the school to respond to the children's needs in the right way at the right time. Viewing provision through the lens of equity alongside all considerations given to equality. Including also referrals in a timely manner to external services as and when required.

<u>Objective 3</u>	<u>Actions</u>	<u>Success Criteria</u>
Ensure pupils have greater understanding of prejudice based bullying and derogatory language.	Pupils across the school have the knowledge and understanding of the impact of prejudice based bullying and greater understanding of people's rights to their life choices through focus theme on Anti Bullying/Friendship as a whole school topic pupils will learn about making good choices and not tolerating any form of derogatory language through workshops and whole school celebratory assembly. PSHE new curriculum resources and scheme and education around the subject of E Safety and correct /appropriate use of social media.	As always, we aim to ensure that our pupils have a sound understanding of the impact on others when they are subjected to prejudice -based bullying and/or the use of derogatory language. As a result, incidents will remain minimized, or will not occur. External validation of Pupil Voice from the LA School Effectiveness team recently demonstrates that our children have a sound understanding of what constitutes different types of bullying, that it doesn't happen in school and that the children trust that staff will deal with any issues

		effectively should problems arise.
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Progress towards objective:

- E safety and anti-bullying online training took place for all staff and this is repeated regularly.
- School's behaviour logs on CPOMS shows no incidents of prejudice-based bullying
- School has adopted a growth mindsets approach which has been reflected in the school's reviewed Mission Statement and is reflected in the language that adults use when talking to children. This has been incorporated into our whole school approach to attachment aware behaviour management.
- The school has a strong Catholic ethos which adopts a non-prejudice approach, and the mission is lived daily by all members of the school community
- Whole school and Key Stage assemblies reflect the school's ethos and the themes related to how we treat others. Daily Prayer and Worship are integral to this.
- The e safety and online safeguarding policy are regularly updated with regular reminders given to children across the school and shared messages for parent support.
- Parents are given information regarding e safety and it is clearly written into the school's curriculum.
- Children and parents are communicated well with regarding e safety and all aspects of safeguarding.
- School Council have worked on creating a Friendship Stop area in the playground so that no one feels alone at playtimes.
- New Assembly format – The Secrets of Success ensures the message of Anti Bullying and all friendship related issues are presented in context weekly to all children to reinforce the message and school ethos. My Happy Mind also supports this. This will progress into academic year 23-24 with the inclusion of materials from the Therapeutic School's Programme and the pastoral assembly plan.
- School behaviour Principles include the behaviour we expect to see from all children and this reinforces this culture.
- Behaviour Charters for Staff and Governors also in place – reinforce the expectations of mutual respect and culture of positive behaviour expected across the school from all stakeholders involved in our culture and ethos.
- Curriculum teaching ensures that messages are consistently and appropriately delivered.
- Anti-bullying and respect workshops have been held throughout the year along with workshops for Catholic Social Teaching.

Next Steps:

- Continue to promote anti bullying through PSHE lessons taught through the new Jigsaw PSHE scheme, measure through staff and pupil voice and respond accordingly
- Regular updates and safety information will be shared with parents from 'National Online Safety'.
- Continue to monitor behaviour logs and behaviour across the school
- Continue to Participate in Anti-Bullying Week and ensure all Anti bullying messages are embedded as a culture across the whole school curriculum.
- Introduce SATCHEL behaviour programme for Y5 and Y6.
- Extend the pastoral assembly offer.