Equality Objectives
2024/25

Date Approved	December 24
Signed by Chair of Governors	David Bondt
Committee Delegated	
Renewal Period	Yearly

Objective 1: To develop knowledge, skills and attitudes of pupils to enable them to respect difference and diversity.

To achieve this objective, we plan to:	Progress we are making towards this objective:
• Explicit teaching within PSHE and RSE curriculum. • Develop Kodesh curriculum around middos to celebrate difference and diversity within our own and wider communities. • To increase opportunities across the curriculum for example through book choices, authors, key scientists, music and visitors, assemblies.	One of the themes that runs through our PSHE curriculum from Nursery all the way through to Year 6 is Valuing Difference in many different forms. Using a curriculum built on progression and revisiting of skills and vocabulary, this is revisited annually at an age appropriate level. We give our children the skills to understand and respect diversity and accept differences in order that they can go on to form effective, positive relationships. As part of the PSHE curriculum, difference and diversity is one of the themes that is revisited each year (at an age and stage focus) in order to ensure our children are developing these skills. For children who may need extra support or if an issue has arisen for a child or a group of children, additional lessons are taught to help them understand the importance of tolerance and respect. One of the strands of the Kodesh curriculum is learning the weekly Parsha with its related Middos/value. Children are able to explain how the middos we learn are related to their own lives. Examples of this are as follows; Vayechi middos: recognising that each member of a family is different and special, Mishpatim middos: sensitivity to strangers, Vayigash middos: making strangers feel welcome, Balak middos: acknowledging our differences and living accordingly. Children are encouraged to think about others in their own communities and those from other communities with respect and compassion. Children are also encouraged to think about different ways we can give Tzedakah (charity) and children promote charities through a number of initiatives. School works closely with the Friendship circle, GIFT and Langdon College with projects being done on a regular basis. School council, Tefilla Ambassadors and Emotionally Friendly Schools ambassadors also promote charitable endeavors and encourage us to think of others.

Objective 2: To develop the knowledge and skills of all stakeholders to be prepared and understand difference and diversity.

To achieve this objective we plan to:	Progress we are making towards this objective:
• Develop CPD for all staff	CPD led by headteacher on school code of conduct.

• Increase parent engagement with visits, workshops, information sessions and parenting support	Parent workshops or drop in sessions are run each year for curriculum areas, SEND, Well-being, parent forums, online safety etc. These are always promoting the diversity of our pupil body in many different ways and links between the 2 curriculums are created and celebrated.

Objective 3: To review the curriculum to ensure good outcomes for vulnerable or underachieving groups.

To achieve this objective, we plan to:	Progress we are making towards this objective:
• Analyse data for impact • Analyse the impact of interventions • Quality first teaching, targeted questioning, feedback and marking • To remove barriers to learning such as behaviour, social and emotional wellbeing (zones of regulation, therapy)	Strategies in place include; changes to CP in Reception to include opportunities for boys to engage in more relatable writing based on their interests and experiences as well as themes they are passionate about. To invite authors to offer insight into their experiences. Ensuring lessons incorporate active kinaesthetic learning such as drama and role play. Behaviour and Personal Development action plan was introduced to support removal of barriers to learning. Wellbeing action plan in place to support the social and emotional needs of identified children. This includes support from pastoral lead, well-being groups, therapy, drop in sessions and check ins. It also includes soft starts, adapted timetables, social groups and friendship groups as well as sensory diets. Twice yearly pupil progress meeting to identify barriers to learning and weekly analysis of CPOMs to implement early intervention.