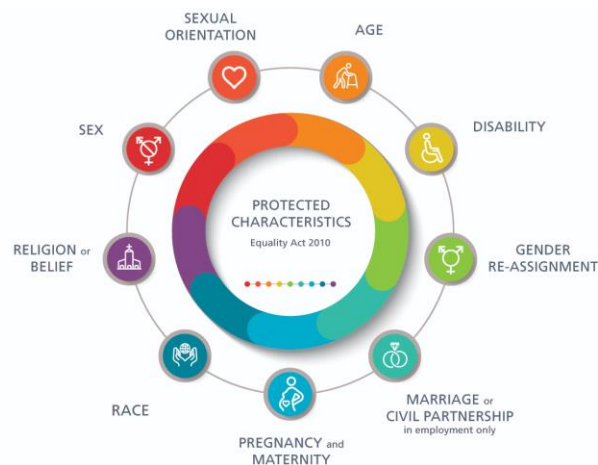


Parsons Down Partnership of Schools Equality Objectives 2021-2025

Objectives may relate to any of the 3 aims of the public sector equality duty:

- ✓ Eliminating discrimination and other conduct prohibited by the Equality Act
- ✓ Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- ✓ Fostering good relations across all characteristics – between people who share a protected characteristic and those who do not share it.



Equality objectives should be clearly relevant to the groups with protected characteristics named in the Equality Act, but may also refer to groups disadvantaged by social and economic factors.

Objectives should be clearly focused and demonstrate measurable outcomes.

Specific	What exactly are we going to do and for whom?
Measurable	Can we quantify what we are aiming for?
Attainable	Can we achieve it in the proposed timeframe and with the resources available?
Relevant	Will this objective link to school priorities?
Time bound	When will the objectives be accomplished?

Parsons Partnership of Schools	Down of New objectives 2021 - 2024				
	Specific	Measureable	Attainable	Relevant	Time Bound
<p>To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.</p> <p>Protected Characteristics of race, gender, religion and belief</p>	<p>By the end of July 2024, our curriculum will be culturally diverse. It will celebrate the work and achievements of people of different gender and from a range of cultural and religious backgrounds. All subjects will be audited, including collective worship planning.</p>	<p>By the end of April 2022, all subject leaders will have conducted a diversity audit of their curriculum overviews.</p> <p>Summer term 2022-work will begin on improving culturally diverse planning and resourcing for the first three subjects.</p> <p>Continue to add three new subjects to focus on each year.</p> <p>(Subjects to be chosen following diversity audit)</p>	<p>Each subject leader to audit existing practice.</p> <p>Look to include the achievements and impact on modern society of individuals of different gender, from a range of cultures and ethnicities and those who have different religious beliefs. Aim to challenge stereotypes.</p> <p>DHT to attend "Building the Foundations of Cultural Diversity" training.</p>	<p>Very relevant to the curriculum. Ofsted addendum October 2021:</p> <p><input type="checkbox"/> No matter what type of school they attend, it is important that all children leave with an understanding of the world they are growing up in, having learned how to live alongside, and show respect for, a diverse range of people.</p> <p><input type="checkbox"/> When we inspect</p>	<p>Sept 2021-Collective worship (assembly plan) will reflect the varied cultures and religious beliefs that influence our society, including events such as Black History Month and religious festivals such as Holi and Eid.</p> <p>Feb/March 2022-[diversity audit]</p> <p>April 2022-Use audit to decide on subject focus. Begin work on developing first</p>

			Teacher to attend training to become a “Gender Champion”.	<p>schools, we assess how well they equip children to do this.</p> <p>☐ Schools will not be able to demonstrate this by pointing to a general policy of encouraging respect for all people.</p>	<p>three subject areas.</p> <p>Sept 2022- Introduce 3 more subjects to focus on</p> <p>Sept 2023- Introduce 3 more subjects to focus on</p>
<p>Develop the management of behaviour through a therapeutic approach to ensure all members of staff deal with behaviour consistently.</p> <p>Protected Characteristics of race,gender,disability , (disadvantaged and SEND children.)</p> <p>Preventing and dealing effectively with bullying and harassment</p>	<p>By July 2024, 90% of staff will feel confident in dealing with behaviour and bullying and harassment incidents, as shown in annual behaviour survey.</p> <p>Children will feel as safe and secure outside in the playground as they</p>	<p>Annual behaviour survey will show an increase each year in the percentage of children who feel safe both inside and outside the classroom.</p> <p>The gap between children that feel safe outside compared to inside will close by July 2024.</p>	<p>All staff to have received training on the therapeutic behaviour policy by April 2022.</p> <p>All staff to be using TT scripts by Summer 2022.</p> <p>SENDCo to support staff with using therapeutic tools to support children who display more</p>	<p>WB and increasingly more authorities have adopted the Therapeutic Thinking approach for behaviour management.</p> <p>The Public Sector Equality Duty in section 149 of the Equality Act 2010 requires Ofsted, when exercising all our functions, to</p>	<p>Sept 2021-All teachers trained on new therapeutic behaviour policy, including scripts and recording.</p> <p>ESAs and lunch staff to be trained by April 2022.</p> <p>Behaviour survey to be repeated July 2022, July 2023, July 2024</p>

<p>through a consistent and therapeutic approach.</p> <p>Protected Characteristics of race, gender, disability,</p>	<p>do inside the classroom.</p>	<p>The staff behaviour survey will show an increase each year in the percentage of staff who feel confident with the therapeutic approach. This will increase each year.</p> <p>All staff will feel that the way the school deals with challenging behaviour or bullying is either good or excellent by July 2024.</p>	<p>challenging behaviour.</p> <p>All staff to be consistent with the TT approach with dealing with any issues arising by July 2022.</p> <p>All staff will use consistent forms of recording when dealing with behaviour, bullying or harassment.</p> <p>DHT to work with lunch staff on improving lunchtime provision as this is where most children feel unsafe.</p> <p>Development of outdoor area to encourage more active, engaging and safer break and lunchtimes.</p>	<p>have due regard to the need to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010 <input type="checkbox"/> advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it <input type="checkbox"/> foster good relations between persons who share a relevant protected characteristic 	
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Effectively support children and staff with their mental health and wellbeing. Protected Characteristics of race, gender, disability, (Disadvantaged and SEND children)	By September 2022, the school will have signed up to the Education Staff Wellbeing Charter and a staff wellbeing strategy will be in place and being used by July 2023. By July 2024, our curriculum will provide opportunities that actively protect and promote good mental health and wellbeing, such as outdoor learning, non-curricular days and weeks, special activities and celebrations and a robust PSHE and RSE curriculum.	SLT seen to take mental health seriously by signing up to the Education Staff Wellbeing Charter. Annual wellbeing survey will show an increase in the percentage of staff who feel supported through the wellbeing strategy. By July 2022 a new, robust PSHE and RSE curriculum will be in place. By July 2024 pupil voice will show that the majority of pupils are able to talk about skills that help protect their mental health,	Consider Mental Health Lead Training (grant available until May 2022). Needs to be a member of SLT Consider Mental Health First Aid training PSHE lead training for new PSHE curriculum and then disseminate to staff. Re-launch of learning gems and house events to promote and protect children's mental health.	A national issue and one from the SDP	April 2022-new PSHE curriculum launched. Training for PSHE lead. Follow up staff meeting for training to be disseminated. July 2022-New PSHE curriculum to be fully in use by all year groups. September 2022-Sign up to Education Staff Wellbeing charter and start to develop wellbeing strategy. July 2023-wellbeing strategy to be in place and being used.

		e.g. resilience, managing emotions, feeling confident to take risks, positive relationships.			July 2024- curriculum planning will show enrichment that actively promotes and protects good mental health
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