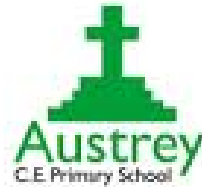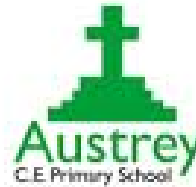# Austrey and Newton Regis CE Primary Schools

Equality Objectives
September 2022 – 25

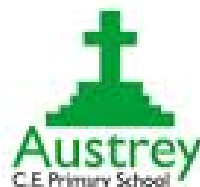| Equality Objective	Protected Characteristics	Success Criteria	Responsibility	Monitoring
Monitor and analyse incidents of racial and homophobic language and bullying within school and as an SLT target groups or themes with focussed teaching and learning.	Ethnicity and Race Sexual Orientation	➤ Staff are trained in how to identify, log and manage incidents that do occur. ➤ Racist and homophobic incidents are reduced each year over the next 3 years.	HT / DHT (Assessment Lead)	Staff have received training from Head of School Support on how to log incidents on CPOMs and all staff are using this confidently. Since September 2022 there has been one logged incident of racist language none of racist bullying. There have been no logged incidents of homophobic language or bullying. This is a reduction from the previous academic years. In 2023-24 there were 3 reported incidents of racist language In 2024-5 there have been no reported incidents of racist language or bullying (one from a child of non-statutory school age at Newton Regis)
Improve understanding of LGBTQ+, racial, ethnic, gender, age	Ethnicity, Race Sexual Orientation	➤ Collective Worship is increasingly more inclusive, supportive, and diverse in its coverage of	HT / DHT / Subject Champions	Collective worship has a multi-faith approach as well as using images showing Christianity as a global faith. (see 'Celebrating Diversity outside of our Curriculum' Document. We follow Understanding Christianity and the SACRE Coventry and Warwickshire Syllabus. Understanding Christianity units

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| disability, and religious diversity through all curriculum subjects as well as through collective worship, extracurricular activities, trips, visits and visitors to school. | Gender, Age and Disability | religions and representation of people. It is an opportunity for pupils to experience diversity through content, context and visitors.

➢ As a Christian school we will continue to teach a robust RE syllabus based on a core understanding of the Christian faith – supported by an understanding of the similarities and differences with other faiths. We will plan for RE teaching to be stimulating through trips to places of faith and inviting visitors into school. | | also allow us compare and contrast with other world faiths e.g. on theme of Freedom and Justice, pupils also study the non-religious code of living (Humanists). The new syllabus adopted in September 2024 teaches a worldviews approach (nobody stands nowhere)

All pupils have experienced a Story Tent Day based on the theme of 'How it all Began?' When I thanked the parents who was invited in the read the Islamic creation story the reply was "Thank you for your message. My pleasure! I'm really glad they enjoyed it. It was so great to see children exposed to the 'big questions' and having such valuable insight into different belief systems at such a young age. Thank you for your continued efforts and for involving me!"

Y3 pupils have linked with Olive School through the Faith and Beliefs forum virtually post COVID but have now had several visits from Olive school and to Olive school (see website). This has been an enjoyable experience for all children involved and celebrate similarities and differences. Quotes from children are also on the website

Our curriculum has been planned carefully to ensure diversity in all subjects (see 'Celebrating Diversity in our Curriculum' document. A curriculum review stated 'Leaders have created a curriculum that strongly promotes and celebrates diversity. This has been a key component in the curriculum construction. When talking to children about their |

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		➢ The curriculum is increasingly diverse and representative of people from a range of backgrounds, ethnicities and race. ➢ Explicit teaching of anti-racism and sexual orientation through PSHE ➢ Displays, lesson inputs and worship represent global diversity ➢ We will ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. The curriculum will promote role models and sufficient individuals that children		learning, they would independently volunteer historical, artistic, and scientific role models from a range of communities and backgrounds". Also see Ofsted reports "Pupils learn about a range of faiths and cultures and visit other places of worship different from their own. They read books about diversity and difference and discuss these in their lessons. Pupils take part in cultural events such as the Chinese New Year and sample foods from these celebration events." Newton Regis March 2025 We continue to use JIGSAW to proactively teach protective characteristics and celebrate difference. We continue to purchase books for the school library and classrooms that promote all protective characteristics. We have introduced the 50 books reading challenge which include high quality texts where all children can see themselves.

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		positively identify with, and which reflect diversity of race, gender, sexual orientation and disability. ➢ We will continue to purchase a range of books that show different family make ups.		
Monitor and analyse achievement by race, gender and disability and act on any trends or patterns in the data that requires additional support for pupils.	Ethnicity, Race, Gender Disability (SEND)	➢ Trends are identified and targeted ➢ Negative trends in data are improved over time ➢ Progress gaps are measured and narrowed over time ➢ There are no clear trends in academic data for pupils with protected characteristics.	HT/ Maths Lead / English subject champions	SLT have termly data meetings with the Director of Education. Due to the small cohorts within the schools, leaders can discuss pupils at an individual level as well as by protective characteristic. Pupil progress meetings focus on individual pupils, their barriers and how we are overcoming them. These happen termly after each assessment point as well as at the end of the year as part of the transition process. We have taken part in the Partnership for Inclusion of Neurodiversity in Schools (PINS). Parent voice forms part of this and has been extremely positive. We have introduced concentration kits into every classroom to support both diagnosed and undiagnosed needs. This forum included parents from both schools SEN parent view Austrey May 23

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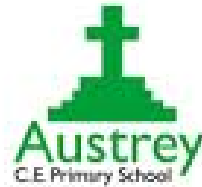
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				7. My child has SEND, and the school gives them the support they need to succeed. **Newton Regis March 25** 7. My child has SEND, and the school gives them the support they need to succeed.

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