

Christ Church CE Primary School Battersea Equality Objectives 2016 – 2018

1. To anticipate and meet the needs of pupils with identified Communication and Language Needs in the school.			
Background	Actions	Monitoring / Responsible lead	Time scale for achievement
A large majority of the SEND identified pupils in the school have Communication and language needs.	<ul style="list-style-type: none"> ▪ Hold INSET for staff on supporting pupils with SLCN in EYFS. ▪ INSET for all staff on supporting ASD pupils in the classroom. ▪ Information for parents on SLCN to be developed and used with a target group and developed to support other parents. 	<ul style="list-style-type: none"> ▪ CM to organize INSET for EYFS ▪ SS to organize INSET with EP for staff ▪ SS to meet with SLT and decide the best way to include and develop parent confidence in this area. ▪ Work with parents develop material to support and inform other parents of pupils with SLCN. ▪ Establish a parent forum for SLCN to enable more experienced parents to support other parents. 	July 2016 July 2016 July 2016 July 2017
Progress to date (Updated at the end of each school year)			
This has been successful all actions have been carried out. Parents have met together to discuss SLCN A parent led forum has yet to be established.			

2. To identify and address gender specific needs within teaching and learning			
Background	Actions	Monitoring / Responsible lead	Time scale for achievement
2012-2015 there have been a growing number of boys in EYFS who have not reached a good level of development.	<ul style="list-style-type: none"> ▪ Use assessment data to identify whether boys in Reception and Y1 are making good progress. ▪ Identify potential underachievers using assessment data. ▪ Target support to ensure pupils make progress. 	<ul style="list-style-type: none"> ▪ SLT Summer 2016 pupil progress meeting used to record gender specific concerns. ▪ Plans to address concerns written for 2016-17. SDP 	July 2016

2013-15 Higher level mathematicians have tended to be boys with more able girls meeting national expectations but not greater depth.	<ul style="list-style-type: none"> ▪ Use pupil progress meetings to assess the need for single gender groups for Math. ▪ Plan for a girl's math club to address potential underachievement. ▪ Chess clubs to be explored as extension opportunities. 	<ul style="list-style-type: none"> ▪ Member of staff to be identified for Math club by BK ▪ Chess club investigation CM 	September 2016 September 2017
Progress to date (Updated at the end of each school year)			
Maths Boosters were held to address this-At present it looks like 3 pupils achieved GD in Maths 2 girls and 1 boy Chess has been established in Y5 and with a Y6 group.			

3. To re-establish SRE with teachers, pupils and parents

Background	Actions	Monitoring / Responsible lead	Time scale for achievement
<ul style="list-style-type: none"> • Since the introduction of the SRE scheme in 2013 there have been staff changes to each year. • The scheme needs re introducing in Y4-Y6 to ensure our pupils receive appropriate SRE. • Parents were involved previously in viewing the materials this needs updating. 	<ul style="list-style-type: none"> ▪ SRE scheme to be introduced to teaching staff Y4-Y6 ▪ INSET to give staff opportunity to ask questions about any areas of concern. ▪ Parent meeting to introduce materials and explain what is being taught. ▪ Teaching for Y1-Y3 started in Summer 2017 	<ul style="list-style-type: none"> ▪ SLT Summer 2016 ▪ CM INSET Summer 2016 ▪ Parent Meeting Autumn 2017 ▪ Evaluation Summer 2018 	Summer 2016 Summer 2016 Autumn 2017 Summer 2018
Progress to date (Updated at the end of each school year)			
Y4-6 materials used as planned Y1-3 has not been started yet September 2018			

3. To review Anti-Bullying Policy with Staff, Pupils, Parents and Governors

Background	Actions	Monitoring / Responsible lead	Time scale for achievement
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<ul style="list-style-type: none"> • A review of all anti-bullying policy and practice is needed to ensure all aspects of bullying are considered. 'Girl Bullying' by Dr Sam was a starting point. 	<ul style="list-style-type: none"> ▪ Set up a core team to plan the review of the policy and all follow up activities. ▪ Create an action plan that includes work for Anti-Bullying week. ▪ Action plan to include workshops for parents around aspects of anti-bullying e.g. keeping safe online. 	<p>SM to lead the core team with a TA, Parent and Mark Holliday, Deputy Head of Wandsworth Inclusion team, in a supporting role.</p>	<p>Summer 2016- Summer 2017</p>
<p>Progress to date (Updated at the end of each school year)</p>			
<p>All actions carried out concluding with a final anti bullying policy which will be approved at the Governors Meeting in September it has been to parents, pupils and staff. We will be taking part in anti-bullying week November 2017 Anti bullying policy has been used successfully for three cases.</p>			