

**Equality Objectives 2019-20**  
The Meadows Primary School



Equality Objectives	<i>To achieve this objective, we will:</i>
<ul style="list-style-type: none"> <li>• <b>To increase the level of pupil voice by developing the School Council and encouraging participation of all groups of children, fostering good relationships between them.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote skills and attributes desirable in a good leader, and use class circles as a means of sharing these with children</li> <li>• Use British Values and PSHE sessions to teach children about fairness and democracy, promoting fair choices and equal opportunities</li> <li>• Provide opportunities for children to speak to the School Council and share their views</li> </ul>
<ul style="list-style-type: none"> <li>• <b>To narrow the gap in attainment between children entitled to Pupil Premium funding and those who are not.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium leads established for all key stages</li> <li>• Pupil Progress meetings held half-termly to track attainment and progress of all children, with specific reference to vulnerable groups of children</li> <li>• Challenging targets set</li> <li>• Ensure this target is a focus target in the SDP</li> <li>• Appraisal targets for staff are directly linked to the outcomes of disadvantaged children</li> <li>• SLT to regularly monitor the progress and attainment of this group of children so that timely and relevant action can be taken as a result</li> <li>• Funding focused on facilitating better outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>To further develop the use of restorative practice within the life of the school in order that all groups of pupils are valued and listened to.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Train peer mediators in problem-solving and listening skills, and in this way ensure that good role-models are able to support children's decision-making</li> <li>• Circles used daily to address inequality and to promote fair ways of playing, working and behaving – and as a means of addressing inequalities or discriminatory behaviour between children</li> <li>• Positive breaktime behaviour promoted</li> <li>• Staff training and work alongside consultant to establish practice across the school.</li> </ul>

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<ul style="list-style-type: none"><li>• <b>To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity</b></li></ul>	<ul style="list-style-type: none"><li>• SMSC links in planning themes to be identified termly</li><li>• Visiting speakers/guests reflecting a diverse culture to be invited and planned for, as appropriate, within learning themes</li><li>• Culturally diverse texts to be included within planning, as appropriate, and to be a focus when buying new texts for the school library</li><li>• Assembly themes to reflect spiritual and moral development opportunities</li><li>• Reflection/thinking areas to be developed within shared areas</li><li>• School displays to reflect diversity.</li></ul>
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Updated October 2019