



All Saints C of E
Infant and Nursery School

Selston C of E
Infant and Nursery School

Equality Objectives Policy

Opening hearts and minds through the grace and love of God

ALL SAINTS CHURCH OF ENGLAND (VA) INFANT SCHOOL AND PRE-SCHOOL

SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

Opening hearts and minds through the grace and love of God

At All Saints Infant School and Pre-School and Selston Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.



Equality Objectives 2021-25

Objective:	Why we have chosen this objective:	To achieve this objective we plan to:
1.To design and implement a curriculum that closes the gender gap specifically in relation to oral language, reading and writing.	Whilst there is some variation in outcomes due to small cohorts, girls generally outperform boys both in the EYFS and in KS1. This is particularly noticeable in their oral and written language skills.	<ul style="list-style-type: none"> • Further develop ECAT strategies to develop spoken language skills and vocabulary. • Prioritise reading through 2021-22 (see SIP). • Use targeted intervention as appropriate. • Base our work on research as to what works well for boys, providing, for example, more opportunities to develop literacy skills outdoors. • Monitor pupil progress regularly and take action as required.
2.To narrow the gap between the attainment and progress of pupils entitled to pupil premium (PP) and those that are not across all areas.	Outcomes for children entitled to PP remain variable; cohort size and additional vulnerability factors have an impact, but the numbers achieving expected and higher levels are too low. The number of children entitled to PP has increased since the pandemic began.	<ul style="list-style-type: none"> • Further develop ECAT strategies to develop spoken language skills and vocabulary. • Prioritise reading through 2021-22 (see SIP). • Prioritise targeted intervention for children entitled to PP. • Base our work on EEF research as to what works well for pupils entitled to PP. • Develop stronger working relationships with families that enhance children's progress. • Monitor pupils progress regularly and take action as required.
3.To ensure the curriculum explicitly celebrates diversity and promotes understanding of difference.	Our children come from an area with historic high levels of social disadvantage. There are fewer than average children from ethnic minority groups whose first language is not English. It is particularly important that the curriculum provides lots of opportunities for children to learn about and appreciate the richness and diversity of God's world all around them.	<ul style="list-style-type: none"> • Teaching of HeartSmart values so that pupils understand that all people are children of God and should be valued as such. • Daily collective worship with a clear focus on the HeartSmart values so that pupils use the language of HeartSmart in their daily lives around the school. • Embedding of the PSHE scheme 'Talking Points' giving pupils opportunities to discuss matters of diversity, share their views and giving teachers opportunities to challenge stereotypes or misconceptions. • Improved RE teaching through the year and visits linked to an understanding of religions (synagogue, church). • Visitors that support children's cultural development. • Development of long term planning so that learning starts with what is known and moves outward (me, my community, the wider world). • A focus on the heritage of the community we serve so that the next generation are more socially mobile (e.g. work on the mining heritage and jobs we might do in the future).