



Part 2: Equality Objectives Document 2022 – 2026

(to be read in conjunction with **Part 1: Equality and Equity Policy**)

Headteacher:	Catherine Beattie
Lead Equality Staff Members:	Catherine Beattie (Headteacher) Lisa Nappin (SENDCo)

Date for formal review of Equality Objectives: November 2026 (or earlier if applicable)

Equality Objectives: At Chaucer Infant and Nursery School, we are committed to ensuring equality of education and opportunity for **all**, irrespective of race, gender, disability, belief, religion. In order to meet this aim, we have set the following objectives:-

Objectives:

Objective 1: The attainment gap in phonics and reading between boys and girls at the end of KS1 will be narrowed year on year, so it is < 10% by the time pupils leave our school.

Objective 2: To increase the representation of our workforce from local black, Asian and minority ethnic communities over a 4-year period (September 2022 to November 2026), so that this group increases from 0% to at least 6%+ of the workforce.

Objective 3: To train/upskill all staff so that 100% of the staff body are fully aware of inclusive practice at Chaucer Infant and Nursery School and this is identified as an area of strength for the school.

Objective 1: The attainment gap in phonics and reading between boys and girls at the end of KS1 will be narrowed year on year, so it is < 10% by the time pupils leave our school.

Objective chosen to address underperformance of boys compared to girls, in phonics and reading, at the end of KS1 (in line with data analysis)

Actions Required	Person/s Responsible	Timeframe	Expected Impact	Progress to Date
To appoint a highly skilled English Lead	Headteacher	September 2022	New subject leader is able to implement new strategies for both Reading and Phonics which improves the results and diminish the difference between Boys and Girls. Quality assurance and monitoring indicates boys make rapid progress	
To fully introduce Little Wandle across the school so that every teaching staff member has the knowledge and confidence to teach Phonics highly effectively	Assistant Head	December 2022	Data analysis and lesson walks confirm that Phonics is taught consistently across the school in all classes (in line with the Little Wandle scheme) Under performance is quickly identified and every teacher can talk about strategies they have deployed to help children, in particular boys, to catch up with their peers	
English Lead to devise an action plan and lead training on reading, as a school priority area, including developing 'love of reading culture' and development of comprehension skills	English Lead Teaching staff	Action Plan completed by October 20	Data analysis will show improved attainment for boys Pupil voice demonstrates the vast majority of KS 1 children are aware of the Vipers skills Pupil voice and teacher judgements indicate that the majority of children demonstrate a love of reading	

Identify the boys at risk of not reaching ARE in Phonics and Reading and ensure they are supported by a phonics/reading Champion. Introduce Progress tracker for intervention groups	English Lead Teaching staff Phonics/Reading Champion	From September	Boys at risk of not reaching ARE are identified in a timely manner so that swift support is put in place Progress is reviewed in a timely manner and staff are held to account so that the gap between boys and girls narrows	
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Objective 2: To increase the representation of our workforce from local black, Asian and minority ethnic communities over a 4-year period (September 2022 to September 2026), so that this group increases from 0% to at least 6%+ of the workforce.

Objective chosen to address the lack of representation by local black, Asian and minority ethnic communities in our school workforce.

Actions Required	Person/s Responsible	Timeframe	Expected Impact	Progress to Date
In writing any future job descriptions, ensure that cultural diversity and values are reflected and promoted.	Headteacher Equity Governor and staff	In line with any future roles to be advertised.	Black, Asian and minority ethnic communities will represent at least 6%+ of our workforce by September 2026.	
Build further and meaningful partnerships and networks with professionals, representatives and people from BAME communities. Create an internal network of community representations. 'Inviting in', not just 'Going out'. These partnerships could offer potential representation as part of any future recruitment process.	Headteacher Equity Governor and staff All staff	To start September 2022	Effective partnerships with local black, Asian and Minority ethnic communities and individuals will have been established, which will impact positively on our school community.	

Objective 3: To train/upskill all staff so that 100% of the staff body are fully aware of inclusive practice at Chaucer Infant and Nursery School and this is identified as an area of strength for the school.

Actions Required	Person/s Responsible	Timeframe	Expected Impact	Progress to Date
To purchase Widget online and share expectation for use with all staff	L Nappin	Autumn 22	Learning walks will show widget symbols are being used for all visual timetables, first then boards and key topic words for the working walls across school.	
SEND overview and process shared as part of staff induction	L Nappin	Autumn 22	Review of provision by SENCo will evidence that all staff are meeting the expectations of provision and graduated response	
Key Makaton signs to introduced to use in assembly, register and for praising children will be shared with all staff	L Nappin	Spring 22	Learning walks with SEND children will evidence all staff using key identified signs	
Arrange training on Émotion coaching	L Nappin	Summer 22	Reviews of staff interventions will demonstrate a reduction in number and/or the severity of incidents recorded of pupils dysregulating	
To ensure SEND pupils are represented on both the School Council and ECO Council	C Beattie S Melbourne	Autumn 23	The school and ECO councils will be more representative of our pupils	