



Annual Equality Report to Governors 2021

Gorse Hall Primary and Nursery School

Equality Statement

At Gorse Hall we strive to create learning without limits

Our equality objectives are:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to exploring any issues around equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.
- To narrow the gap between boys' and girls' attainment across school.
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- To tackle prejudice and promote understanding in relation to people with disabilities.



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Main Areas of achievement 2020-21

Equality Statement is reviewed annually and policies are up to date.

School identifies priorities that include all pupils equally including vulnerable and disadvantaged pupils.

Deputy Headteachers have attended mental health and well-being workshops offered by the local authority and national organisations and have implemented strategies across school.

School is working towards the ACSEED Award and SEND Inclusion Award.

Safeguarding Team are trained to complete Early Help Assessments (EHA) to support our most vulnerable pupils and families.

School is now part of Team Around the Setting (TAS) - a Tameside initiative to support schools and offer unique guidance. Meetings are held termly attended by experts in their field to ensure pupils/families are signposted or supported based on their individual needs.

Whole School Achievement

Assembly themes celebrate and raise awareness of diversity and promote our school's inclusive ethos where working together the possibilities are endless. Themes include: mental health and well-being, healthy sleep, making positive contributions, cultural and religious festivals celebrated around the world and Autism awareness.

Well-being Ambassadors (pupil led) lead mental health initiatives across school and have supported Deputy Headteachers address mental health issues purposefully post the Covid -19 pandemic lockdowns.

Themed days raise awareness of mental health and well-being in a positive way. Children take part in activities which promote a healthy mind and body.

PEEPs and Risk Assessments are updated annually to support staff for pupils with significant additional needs to facilitate and enable children with disabilities & educational needs to self-regulate and flourish safely.

SEND Accessibility Plan ensures that the school building meets the needs for pupils, parent/carers and staff with disabilities.

Inclusive Teaching and Learning

Interventions led by both Deputy Headteachers and class teachers include pupils who are disadvantaged/vulnerable. This year, a particular focus has been on disadvantaged pupils and vulnerable boys. Progress/attainment is monitored

rigorously through termly Pupil Progress Meeting to ensure that the gap between boys' and girls' attainment across school is narrowing and that disadvantaged pupils, and pupils with SEND and EAL are tracked and good progress is being made.

Monitoring demonstrates that pupils with SEND are well-supported and learning is adapted where needed to meet the needs of all pupils.

RE lesson and MFL lesson promote cultural development and understanding through a rich range of experiences.

Pupil Voice

The School Council have reviewed the Anti-bullying Policy. Working together, they have redesigned the anti-bullying information for parents and children. School successfully took part in Anti-Bullying Week and were awarded a certificate from the Anti-Bullying Alliance.

Rare incidents of a bullying nature are logged on a Bullying Form and policy is followed.

Narrowing the Gap

Gorse Hall welcomes the emphasis in the OfSTED inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.