Trust in Learning
Trust in Success

Equality Objectives 2024-27

School: Parson Street Primary

Through analysing pupil data for relevant protected characteristics, the following objectives have been set:

	Objective	Protected characteristics	Target group	Why	How it will be achieved	Intended outcome
1	To ensure all staff are confident and skilled at supporting pupils with SEMH needs so that the number of exclusions amongst this group is reduced.	SEND/Disability	SEND	Reducing the number of suspensions in our school is vital for fostering an inclusive learning environment where all pupils feel supported and valued. We are acutely aware that suspensions can disrupt a child's education and may not address the underlying issues causing challenging behaviours. At Parson Street, we are committed to minimising suspensions by ensuring all staff are fully trained in de-escalation strategies and equipped to support pupils in managing their emotions and avoiding crises. By proactively addressing challenges and creating a positive, supportive atmosphere, we aim to keep pupils engaged in their learning journey and help them thrive both academically and emotionally.	All staff trained in de-escalation strategies All staff trained to Team Teach Level 2 and some to Level 3. Adaptation of lunch time provision to open 'Power Up' as a calming space, Power Up to also resolve conflict and introduce new strategies with lunchtime staff to increase the identification and resolution of conflict at lunch time. Introduction of 'soft starts' for children who have challenges before school and need space and time to decompress before entering the classroom.	All children have increased access and inclusion within education. Children are less likely to miss learning due to number of suspensions. Proactive steps ensure children are not reaching crisis point where behaviours lead to the need for suspension.

					Regular check-ins from Pastoral Leads.	
2	To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities and SEND, to ensure the best possible educational outcomes	Disability	SEND	Many children with an SEMH profile need support to achieve success at clubs, and due to staffing provision this is not always possible.	Enhance after-school club offer and analyse attendance of different groups of pupils. More in-house clubs to be run where teachers are familiar with children and their needs.	All children with SEND or who are PP are in at least one club at Parson Street and therefore accessing enrichment opportunities.
3	To increase representation of minority groups	Race	Race	There is very little representation of minority ethnic groups within the staff at Parson Street. Given the diversity of our pupils, it is important that all pupils feel represented and belong to the Parson Street community.	We will be mindful of potential barriers that may prevent demonstrating suitability during recruitment process. Eg. grammar errors in written application that may be due to English as an Additional Language	Parson Street staffing body has representation of minority ethnic groups which reflect the local community.