Equality Objectives 2022 – 2025

Rationale- Cedar Park strives to be a school that celebrates inclusion and diversity. We work in partnership with EqualityTeach to ensure that our curriculum is broad, our policies are clear and our building is free from prejudice. At Cedar Park, we believe that all children should receive a great diet of learning and pastoral care.

<table>
<tr><th>Objectives
Intent</th><th>Responsible</th><th>Activities / training implications / resources / costs / time
Implementation</th><th>Evaluation and Impact</th></tr>
<tr><td>To close the attainment gap between boys and girls in both reading and writing across both KS1 and KS2. Girls' attainment currently a lot stronger than that of boys.</td><td>LR and MS</td><td>• Read to Write scheme introduced
• Supersonic Phonics Friends introduced
• Training booked in for both schemes
• Track progress of boys more closely in pupil progress in phase meetings
• Have boys as a focus on performance management targets
• Ensure the vehicle texts and writing purpose engages boys</td><td>2022 Published Data

<table><tr><td></td><td>Reading ARE</td><td>Reading GD</td><td>Wri ARE</td><td>Wri GD</td></tr><tr><td>Boys</td><td>94%</td><td>33%</td><td>89%</td><td>0%</td></tr><tr><td>Girls</td><td>100%</td><td>75%</td><td>100%</td><td>42%</td></tr></table>
2023 Published Data

<table><tr><td></td><td>Reading ARE</td><td>Reading GD</td><td>Wri ARE</td><td>Wri GD</td></tr><tr><td>Boys</td><td>85%</td><td>23%</td><td>85%</td><td>15%</td></tr><tr><td>Girls</td><td>94%</td><td>41%</td><td>100%</td><td>6%</td></tr></table>
Compared to national norms, our attainment is very high. But more female pupils are leaving with ARE and GD than male counterparts. Therefore, we need to narrow the gap in annual progress before Year 6.</td></tr>
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			Table showing female superiority in terms of annual progress. <table><tr><td></td><td>Reading</td><td>Writing</td></tr><tr><td>2020/21</td><td>0</td><td>+0.5</td></tr><tr><td>2021/22</td><td>+0.3</td><td>+0.2</td></tr><tr><td>2022/23</td><td>+0.1</td><td>+0.1</td></tr></table>The gap between boys and girls is closing year on year in writing. There has been a heavy focus on boys' writing in terms of curriculum development, performance management and intervention. Reading progress has fluctuated but attainment for both boys and girls is very strong at Cedar Park.
To embed the schools new 3 core principles (Be Kind, Be Inspired, Believe)	LR and MS	• Build it in to staff INSET so there is a clear understanding • Ensure staff use it in their daily class practice • Reward children for demonstrating a core principle • Have them as a focus in assemblies • Have the core principles as an agenda item at coffee mornings for parents • Include them within newsletters • Create posters to go up around the school • Include on the new logo and uniform	All children remember what our core principles are. A few children need prompting on what the difference is between our core principles and our school behaviours. Once prompted, they can name the core principles. All Monday assemblies build in a element of our core principles, which has helped to embed them. Friday assemblies celebrate the demonstration of our principles. Parent surveys suggest the vast majority of parents believe Cedar Park are teaching our children to be kind and help them to believe in themselves. Our curriculum mission statement now alludes to the fact that we should be making learning both life-long and engaging. This is a direct link to inspiring children. Therefore, all curriculum planning should aim to engage children. This is looked for when observing teaching. The vast majority of observed lessons have been engaging and children have remembered the content weeks after the lesson itself.

			The uniform now includes the principles and posters have been made. These posters are now used in lesson planning and on PowerPoints so that learning content can be linked to kindness, belief and inspiration. We have changed the entrance to the building to celebrate our core principles with children, staff and visitors. Further work on building them into the environment will take place in autumn term 2024.
Develop a culturally inclusive curriculum which celebrates equality and diversity.	LR, MS, SF, KC and KP	• Work closely with EqaulityTeach to ensure that our policies and procedures are fit for purpose • Have clear policies that are shared with staff in training and pupils in assemblies • Celebrate BDBE weeks twice a year (one of these to be around culture and race) • Celebrate the differences in faith, culture and race within our own school community • Ensure our library and book corners have a broad appeal and touch upon diversity and inclusion • Ensure curriculum is culturally inclusive and celebrates diversity. Particularly in English, humanities, RE and PSHE • Ensure the curriculum reflects the global world/modern Britain and its diversity	This is an ongoing piece of work. Since this plan was made, we have launched new curriculum in the following areas: • Science • Geography • History • French • PE • Art • DT • RE • Music These are all modern and ambitious curriculums that develop cultural capital and that can easily be adapted to meet the needs of all pupils. The art and science curriculums have a great range of artists and scientists within them. They represent many different cultures and have good female representation. We now want to celebrate some of these people by having them displayed within our environment. The music curriculum spans a vast spectrum of global music. The French curriculum is very visual and uses a huge amount of video material. These videos reflect modern France in its diversity. Our new RE curriculum has given us guaranteed coverage of each major religion within the UK. We

			are now focused on ensuring there is more trips and enrichment around each of these religions. Our new trips and visits policy (live from September 2024) will start this process. In 2023 we celebrated Diwali by bringing in a company to do a whole-school workshop. This year, our work-shop will be on the festival of Eid. We are committed to celebrating different religious festivals each year, despite only having small quantities of children that celebrate them. Equaliteach did lots of work with us on ensuring there is good representation within the curriculum, assemblies and the general environment. When branding our principles and behaviours, we were very keen to make our characters culturally and racially diverse. These characters can be seen within lessons and assemblies. Being Different Being Equal Week continues to be a highlight of our year and it underpins our belief that there is strength in being different. This year, we celebrated disability and special needs and next year we will be tackling gender identity. Lots of work is ongoing with our library. Miss Mason is working on ensuring that our reading curriculum has a wide range of author diversity as well as character diversity. A full review will take place in July 2024, with changes likely to our reading offer. The library is also going through renovation. The main aims: 1. Ensure we have a diversity rich library. 2. Ensure that the books are banded to ensure that all readers have books accessible to their reading attainment.

			3. Ensure there are different genres of books so that we motivate as many readers as possible.
Develop an effective mental health and wellbeing strategy so that pupils are resilient and to support good mental health and wellbeing	LR, EH and PS	• Intervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur • Signpost key pupils showing signs of EBSA to Bucks mental health team • Use trained ELSA staff to support children with EBSA • Train all staff in mental health first aid • Have a trained mental health lead • Have sharp discussions around mental health in class, assemblies, staff meetings and SLT	The school has an excellent mental health offer. See our website to read our universal offer to children, staff and parents. Recent audits carried out by school improvement advisors have commended the school on its wellbeing focus. Children and staff feel looked after and valued. We have data from parents and children on wellbeing. The leadership are quick to put actions in where wellbeing scores are not as high as we'd like. One example is 'I feel listened to' within the pupil survey. This question didn't score as highly as others. Therefore, the school are introducing 'Talk to Me Tuesdays' and have a Speak Out Stay Safe Committee, facilitated by children. 30 children access regular sensory circuit, nurture or ELSA. Anecdotally, parents have expressed how pleased they are with these interventions at Provision Map Meetings with our SENDco. The school now has a sensory room that helps to regulate the behaviour of many children. Without this space, many children would find our curriculum very difficult to access. All staff have had occupational therapy training in sensory circuit, a strategy in helping to regulate neurodivergent children or children that have suffered trauma. All staff have mental health training and Emily Harper has Mental Health Lead training. The leadership have done work with children in assemblies about equity over equality when it comes to making the school day accessible. Children are aware that some

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<td>children need more than other children. (See All-Some-Few on the website).

All staff have access to counselling and the headteacher/mental health lead have access to supervision.</td>
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<td>Track data trends to establish disparity between different sets of groups (eg, gender, race, SEND, pupil premium). In addition, track trends in safeguarding using CPOMS</td>
<td>LR and MS</td>
<td>• Track different groups and present to governors regularly
• Have different groups as agenda items within phase pupil progress meetings
• Provide intervention where necessary. Track progress in these groups.
• Book CPOMS training for all staff
• Input all safeguarding and welfare concerns onto CPOMS
• Track groups for attendance, behaviour, welfare on CPOMS. Act on any concerning trends.</td>
<td>There were 6 SEND pupils and 6 EAL pupils who took the 2023 SATs examinations.
<table>
<tr><td></td><td>SEND</td><td>EAL</td></tr>
<tr><td>Reading ARE</td><td>100%</td><td>100%</td></tr>
<tr><td>Reading GD</td><td>50%</td><td>83%</td></tr>
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<table>
<tr><td></td><td>SEND</td><td>EAL</td></tr>
<tr><td>Writing ARE</td><td>67%</td><td>100%</td></tr>
<tr><td>Writing GD</td><td>17%</td><td>0%</td></tr>
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<table>
<tr><td></td><td>SEND</td><td>EAL</td></tr>
<tr><td>Maths ARE</td><td>100%</td><td>100%</td></tr>
<tr><td>Maths GD</td><td>50%</td><td>67%</td></tr>
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This was extremely pleasing data for our special needs children and those with English as an additional language. Way in excess of national average.

Attendance Data

• There are currently 13 children that are classified as persistently absent.
• 3 of those children are EAL.
• 8 of those children do not classify as white British.
• 4 of those children are Pupil Premium.

Behaviour and Exclusions Data

• All four of the children that have been suspended in the past 3 academic years are on the SEND register. However, all four come under the SEMH heading and have behavioural needs.</td>
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			• In 2023/24 there have been 34 different children that have committed at least one Level 3 or 4 behaviour. • 15 of these children are on the SEND register. There are currently 34 children on the SEND register. • 3 of these children are not classified as white British. There are 51 children within this category within the school. • 6 of these children are Pupil Premium. There are 15 Pupil Premium children in the school. Safeguarding Data • 5 referrals to the LA. • One of these children is Pupil Premium. • One of these children is on the SEND register. • 4 of these children do not classify themselves as white British.
Raise achievement of all children through developing partnerships with parents, carers and families		• Develop more opportunities for parents/carers to have insight into their child's strengths and areas for development. • Ensure that developmental areas are shared with parents in a timely manner. • Ensure that there is equality in messages to parents to ensure that no family receive more bad news than good. • Continue to invite parents/carers in so that they can share their views with the senior leadership team	The school has a termly cycle of assessment and parents are able to access assessment scores. At parents evenings and in school reports, areas of strength and areas of development are shared with parents. We have introduced Provision Map Meetings x3 a year, which allow parents to work co-constructively with the SENDco and class teacher on targets for SEND pupils. SEND parents have been very appreciative of these meetings and the SENDco feels that provision is now more tailored to the child. The school has an open-door policy. As well as organised coffee mornings and evenings, parents can speak to leaders at any time. Parent views are sought through the annual survey.