

Equality Objectives: 2018 - 2021

Fountain House School



The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Aim	Action to be taken	Personnel	Timescale	Resources	Impact
Provide training for all staff and governors on equality and diversity	Provide specific INSET to staff on equality training. Use opportunities as they arise during INSET to provide training on equality and diversity.	Headteacher to lead. All staff and governance.	Training on equality policy and duty Autumn Term 2018.	Time for meetings	All staff and governors aware of legislation and responsibilities of all stakeholders.
Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition	Home visit by Social Worker & Virtual School Worker to ensure facilities are suitable and that the YP's needs will be met. Information will be shared, with the aforementioned parties. In class teachers will select pupils to buddy/mentor new arrivals. Teachers to make early assessment of EAL needs and identify	Social Worker & Virtual Schools Worker. Education team members & DSO/DSL.	Support ongoing from date of school place offer.	Time for meetings. Educational resources to aid learning. Additional EAL staff member.	New pupils are supported, and interventions put in place to ensure a positive transition into Fountain House School.

	appropriate interventions and also apply the relevant levels of differentiation.				
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Narrow the achievement gap (compared to age related expectations) in Reading, Writing and Maths in all year groups.	Increase the number of pupils working at the expected standard for their age. Monitor the achievement of pupils. Plan and deliver interventions to address gaps in learning as identified through on-going assessment.	Headteacher to manage interventions QA events focus on progress All education and residential team members	Ongoing	On-going Time for meetings. Cost of resources to support learning.	Gap narrowed in specific year groups and subjects (as identified through data analysis).
Promote understanding and respect for differences.	Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures.	Headteacher Senior Managers All education and residential team members Governance Pupils Parent/carers	On-going	Cost of resources to promote understanding.	Greater understanding and respect for differences. The school ethos and curriculum promotes respect for the differences of the school community. Issues are covered through lessons, assemblies and staff training.