

 Objective	Person(s) Responsible	Actions Required	Timescale	Outcomes	Monitoring
<p>To ensure the culture, ethos and environment meets the needs of all learners irrespective of race, religion educational needs or sexual orientation</p>	<p>Principal All Academy Staff</p>	<p>Implement and embed Oasis 9 Habits through CPD, weekly assemblies and behavior for learning.</p> <p>Language of 'No Outsiders' scheme of work embedded throughout the Academy.</p> <p>UNICEF Children's Rights on display around the Academy.</p>	<p>Review September 2019.</p>	<p>Greater understanding and respect for differences.</p> <p>The Academy ethos and curriculum promotes respect for the differences of the school community.</p> <p>Issues are covered through lessons, assemblies and staff training</p>	<p>Pupil Voice</p> <p>Pupil Leadership Team</p> <p>Feedback</p>
<p>To teach The Equality Act 2010 through the 'No Outsiders' curriculum</p>	<p>Principal All Academy Staff</p>	<p>All year groups to cover 5 'No Outsider' books throughout the year.</p> <p>Parent workshops to introduce aims and objectives of scheme.</p> <p>Develop parent and child workshops around 'Reclaiming radical ideas in schools' by Andrew Moffat.</p>	<p>Review September 2019.</p>	<p>For children to say what they think.</p> <p>To understand that it is ok to like different things.</p> <p>To understand that all families are different.</p> <p>To feel proud of being different.</p> <p>To understand what 'discrimination' means.</p> <p>To understand why people choose to get married.</p>	<p>PSHE Lead learning walks</p> <p>Observations</p> <p>Pupil Voice</p> <p>Monitoring of Behaviour incidents.</p>

				<p>To stand up to discrimination.</p> <p>To promote diversity.</p> <p>To challenge the causes of racism.</p>	
To become a recognised Rights and Respecting School	<p>Principal</p> <p>Deputy Principal</p> <p>PSHE Lead</p> <p>All Academy Staff</p>	<p>Embed the articles of Children's rights throughout the Academy.</p> <p>Assemblies and lessons relate to a specific article.</p> <p>A right of the week is introduced in Friday's assembly.</p> <p>Class charters are referred to within classes to reinforce positive behaviours.</p> <p>Work through action plan for achieving Silver recognition.</p> <p>Regular CPD for all staff.</p>	September 2019 for Silver award.	<p>The rights respecting will contribute to improve wellbeing and achievement, including attainment, reduce exclusions and improve attendance.</p> <p>Children can talk about how they have learnt to link rights with global citizenship and sustainable development across the curriculum.</p> <p>Pupils are confident in expressing their opinions about their learning and, when necessary, asking for help. They identify that they are increasingly involved in the evaluation of their own learning and in understanding their targets for improvement and how to achieve them.</p> <p>Pupils feel confident in resolving conflicts in a</p>	<p>External validation from Rights and Respecting Schools.</p> <p>Learning walks</p> <p>Environment checks</p> <p>Behaviour incidents/ logs</p> <p>Pupils Voice</p> <p>Pupil leadership UNICEF Rights Steering group</p>

				rights-respecting way, and identify an increasing sense of fairness and democracy.	
Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.	Principal Deputy Principal Phase leaders All Academy Staff	<p>Pupil Progress meetings each term to discuss children's achievement and attainment.</p> <p>Monitoring of standards by Phase Leaders.</p> <p>Regular dialogue around key marginal children and those who are PP, SEN and LAC.</p> <p>Increase the number of Pupil Premium pupils working at the expected standard for their age.</p> <p>Monitor the achievement of Pupil Premium pupils.</p> <p>Plan and deliver interventions to address gaps in learning as identified through on-going assessment</p>	Summer 2019	Gap narrowed or closes between PP children and others.	<p>Pupil Progress meetings</p> <p>Regular professional dialogue</p> <p>Learning walks</p> <p>Book looks</p> <p>Phase leadership release</p> <p>Formal assessments</p> <p>Pixl meetings</p> <p>MST reviews</p> <p>End of Key Stage data.</p>