

Kilburn Grange School
Equality Objectives 2023-2024

The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence inclusive of observations and daily interactions with pupils. Our equality objectives focus on specific areas where we have agreed to take action in order to improve equality and tackle disadvantages or preconceived ideas.

Kilburn Grange School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives 2023-2024 are as follows:		
Equality Objective	Why we have chosen this objective:	To achieve this objective, we intend to:
To continue to narrow the gender gap in Reading, Writing and Maths in all year groups.	Data analysis shows there is some inequality of attainment between boys and girls. We must reduce this gap and ultimately close it.	<ul style="list-style-type: none"> Continue to identify individuals underachieving and plan high-quality intervention and a range of other support. Review the pupil progress template so that teachers and support staff have more ownership by being involved to complete the template prior to pupil progress meetings. Continue to provide training for all staff linked to the delivery of interventions. Continue to roll out intervention programmes to support the bottom 20% readers and pupils working below age-related expectations in mathematics. Continue to monitor interventions to ensure they are implemented correctly and robustly. Review progress of identified individuals to ensure the gap is narrowing and/or closing.
To embed the Zones of Regulation as a whole school curriculum to support pupils' emotional regulation and mental health.	Behaviour analysis continues to show that 85% of pupils struggling with emotional dysregulation are boys and 54% of these pupils have a special educational need and/or disability (SEND). We need to work on reducing this gap.	<ul style="list-style-type: none"> The Zones of Regulation curriculum will now be led by the Skills for Life lead to ensure a consistent oversight and ensure there is an advocate/champion for the curriculum as it continues to be implemented. Embed the use of consistent resources across the school linked to the new approach to ensure that staff and children understand the Zones of Regulation (ZOR) and the language associated with ZOR becomes commonplace throughout the school. Continue to provide information and presentations for parents about the curriculum. Continue to carry out weekly analysis of any negative behaviour incidents to ensure that the approach is impactful on pupils' emotional dysregulation, particularly for boys and pupils with SEND. Pupils who are particularly struggling with emotional dysregulation are identified, provided with additional support through nurture groups, 1:1 therapy and/or other behaviour support such as one-page profiles or behaviour charts. We will also monitor their progress using the Boxall profile tool.
To continue to engage with the Behaviour Hubs programme by developing good behaviour for learning, routines and structures so that all pupils are supported, improving their mental health engagement, and wellbeing.	Behaviour analysis shows that internal and external exclusions are disproportionately affecting boys. All three external exclusions were boys and out of the 15 internal exclusions, 73% of them were boys.	<ul style="list-style-type: none"> To continue to improve behaviour across the school by engaging with the Behaviour Hubs which is underpinned by the latest pedagogy. Continue to revise the behaviour policy, in consultation with pupils, to ensure that it underpins the school's values, supports a consistent approach across the school and provides adaptations for pupils with social, emotional and mental health needs. The Senior Leadership Team (SLT) will continue to implement the Behaviour Hubs action plan and disseminate carefully planned continuing professional development (CPD) to teaching and support staff. Continue to work with and coordinate the support from the mental health charity 'Unlocking Potential' and our Intervention Lead to support children with behaviour and social, emotional and mental health needs using the three-tiered approach to intervention and support.



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| | | <ul style="list-style-type: none">• SLT and Skills for Life Lead to plan regular monitoring including pupil voice to ensure practice across the school is consistent. |
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