



# Single Equality Scheme Policy

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### 1 Statement of Policy

The Constellation Trust is committed to creating an environment which will promote equality of opportunity for all members of its community including students, staff, parent/carers and others working in partnership with it.

### 2 Background

2.1 This policy will set out how the Trust will meet and respond to its responsibilities under the Equality Act 2010 as set out in the Public Sector Equality Duty, April 2011.

2.2 In order to ensure that our equality information and objectives are easily accessible we will

- Publish our Single Equality Scheme (SES) on the Trust website
- Raise awareness of the SES through the school/academy newsletters, assemblies, staff meeting and other communications
- Make sure hard copies are available and in an appropriate format for visually impaired or EAL users where applicable
- Our equality information will be updated on an annual basis
- Progress against our current equality objectives will be reviewed on a regular basis (please see equality objective action planning) and new equality objectives will be published in 2016

### 3 Other Policies

3.1 This policy should be read in conjunction with the following:

- Anti-Bullying Policy\*
- Behaviour Management Policy\*
- Health & Safety Policy
- Inclusion Guide\*
- Safer Recruitment and Selection guidelines (within the Safeguarding Policy)
- Sex and Relationship Education Policy\*
- Whistleblowing Policy

\*school/academy specific

## 4 Statutory Requirements: The Public Sector Equality Duty

4.1 The Public Sector Equality Duty came into force on the 6 April 2011 and replaced the separate duties relating to race, disability and gender equality

4.2 In order to comply with the Public Sector Equality duty, set out in section 149 of the Equality Act 2010, and in line with its ethos of excellence and opportunity for all its students and staff, the Trust will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

4.3 The Equality Act 2010 states that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

(EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p9).

## 5 Protected Characteristics

5.1 The Public Sector Equality duty covers the following nine protected characteristics:

- Age
- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Marriage and civil partnership
- Race
- Religion or Belief
- Sex
- Sexual Orientation

- 5.2 The Trust will ensure that in all its policy, practice and development these are considered in terms of the impact, to ensure that discrimination against them is eliminated and good relations and equality of opportunity between people of these protected characteristics and no characteristic is fostered and developed.
- 5.3 The Trust will continue to organise students in groups according to age under the exemption to schools regarding age as a protected characteristic including where students are above the age of 18 as outlined in DfE, *Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, 2011, p5.

## **6 Statutory Requirements: The Specific Duties**

- 6.1 As a public body, the Trust will fulfil its duty to:
- Publish information to demonstrate compliance with the Equality Duty, at least annually
  - Set and publish equality objectives, at least every 4 years (currently 1 year)
  - All information will be published in a way, which makes it easy for all stakeholders to access and understand including making reasonable adjustments to meet the needs of stakeholders within a protected characteristic.

## **7 Publishing Information**

- 7.1 The Trust will meet the requirement as a public body to publish information to show that we have consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published will include:
- Information relating to employees who share protected characteristics (for public bodies with 150 or more employees)
  - Information relating to people who are affected by the Trust's policies and practices who share protected characteristics
  - The Trust will not publish specific information on staff or students in protected characteristics where the numbers sharing that characteristic may enable identification of specific individuals as this would be in contravention of the Data Protection Act 1998.

## **8 Setting Equality Objectives**

- 8.1 The Trust will take into account evidence of equality issues across all its functions when setting, monitoring and reviewing its Equality Objectives.

- 8.2 The Trust will consider issues affecting people sharing each of the protected characteristics.
- 8.3 The Trust will give regard to each of the three aims of the Equality Duty.
- 8.4 Equality objectives will be specific and set out how progress will be measured.
- 8.5 Equality objectives and progress against them will be published on the Trust website and available in alternative formats where reasonable adjustment is needed to allow access to them by a stakeholder.

## **9 Responsibilities**

9.1 The Board of Directors are responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above. The Lead Director for this can be contacted through the Trust.

9.2 The Executive Head/CEO is responsible for:

- Providing accurate and appropriate information to the Board of Directors to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the Trust's stated equality objectives
- Making sure that equality and access plans are readily available and that the Directors, staff, students, parents and carers know about them
- Providing regular information for staff and Directors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Taking appropriate action in cases of discrimination, harassment and victimisation

9.3 All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between those who share a protected characteristic and those who do not share it

- Fostering good relations across all characteristics – between those who share a protected characteristic and those who do not share it
- Visitors and contactors are responsible for following this and other relevant policies

## 10 Curriculum

- 10.1 At Bricknell Primary School, our curriculum is at the heart of our drive for excellence, offering purposeful learning opportunities, which aim to excite, encourage and engage all learners. We are committed to providing all learners with a broad, deep and rich education. We aim to ensure that a holistic view is undertaken of both the teaching and assessment of the outcomes that learners achieve, in order to truly allow for all progress to be identified, recognised and celebrated.
- 10.2 We ensure that our curriculum extends beyond the academic in order to allow learners to prepare for modern life in Britain, and have undertaken extensive research of our cohorts, catchment and demographic in order to quality assure our curriculum intent against what our learners may require as they progress onto further education and adulthood.
- 10.3 At Bricknell, we identified the following six key qualities that run through our curriculum as a whole, allowing all learners to develop these skills alongside their academic abilities:
- Cooperative and Collaborative
  - Communication
  - Enterprise
  - Imaginative and Inquisitive
  - Resilience and Ambition
  - Personal Skills
- 10.4 Alongside these six key qualities, our curriculum has a golden thread of Cultural Capital running throughout. The embedding and improving of these skills aims to increase the abilities of the learners, academically, socially, emotionally and personally, enabling them to aim high and achieve their full potential throughout their education and beyond. The integration of Cultural Capital throughout the curriculum, allows for the development of:
- Interpersonal Skills
  - Cultural experiences

- Academic Achievement for all
- High Aspirations
- Parental Engagement
- Breadth of extra-curricular activities.

Please refer to Appendix C for more information.

- 10.5 The acquisition of these skills is a focus throughout the curriculum, with PSHE being at the heart. At Bricknell Primary School, PSHE is taught weekly sessions using the Jigsaw framework. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world. Each Key Stage has a weekly Jigsaw assembly, alongside a safeguarding assembly, in order to continually reinforce the key messages of safety, the development of interpersonal skills and community.
- 10.6 Each week Jigsaw is a school focus on a Friday afternoon, both for the children and for families. Alongside the Jigsaw sessions taking place in class, Jigsaw Families will also take place in school. The Jigsaw Families Program is an innovative program supporting children and their caregivers with the knowledge, skills and confidence to develop healthy, strong, lasting and loving relationships. Jigsaw Families sessions provide an informal, friendly and safe environment to explore the challenges of being a parent, and offers strategies to help meet families' needs and build a richer engagement with the school. This whole school and community approach to our PSHE curriculum ensures that our families feel supported, empowered and ready to tackle the challenges that life may bring.
- 10.7 At Bricknell, there is a high population of children with Special Educational Needs and Disabilities (SEND). At Bricknell Primary School, we are committed to meeting the needs of all children in order to support them in achieving their optimal potential throughout their lives. Some children require support academically, some with regards to their communication and some with their social, emotional and behavioural difficulties. Regardless of their starting points, age or abilities, staff are committed to reducing and removing these barriers, with tailored provision and strategies implemented to do so. This allows the children to have the opportunities to become ambitious learners, ultimately supporting them in meeting their aspirations.
- 10.8 Most children with SEND remain within the mainstream classroom environment throughout the day. During this time, their learning will be carefully pitched and targeted in order for

them to make accelerated progress across a range of skills. This holistic approach allows for children to become able, confident and successful learners, bridging the gap between themselves and their peers whilst also have the opportunity to access the deep, rich and engaging curriculum at the appropriate level.

10.9 At Bricknell, some children require a more bespoke learning environment and approach in order to ensure that they also make accelerated progress academically, social and personally. In this case, the children may access our Alternative Classroom Settings (TEACCH 1 and TEACCH 2). These classroom settings are carefully designed to meet these children's needs, whilst providing them with the tools to self-regulate, become emotionally literate and ultimately reduce and remove any barriers to success. Alternative Classroom Settings are a short-term, focused intervention for children with these particular identified needs, which are inhibiting them from accessing the full breath of the curriculum within the main classroom environment. It provides a safe, predictable environment where the unique developmental needs of each child are met. At Bricknell, our aim is to equip the children within our Alternative Classroom Settings with resilience, improved communication skills and self-regulation so that they equally can access a broad, deep and rich education with all barriers to success removed.

10.10 Inclusion is at the heart of our approach to all learners. In order for the children to fully be able to access all aspects of the school offer, all children accessing the Alternative Classroom Settings in a morning are reintegrated back into their classrooms for the afternoon. This gives them the opportunities to practice and generalise the skills that they have learned in the Alternative Classroom Settings, whilst also allowing them to continue to be part of the wider school setting. All Alternative Classroom Settings staff work extremely closely with the children's class teachers to share planning, resources and progress. This ensures that when the children are working within the classroom during an afternoon their work is pitched appropriately, the teachers have strategies in place to support their individual needs and there is consistency in approach, allowing the children to succeed. Any child assessed as Working Below age related expectations will access the full range of the curriculum with bespoke objectives taken from the Curriculum Assessment Toolkit (CATS). This allows for children to work from their starting points, building their knowledge and skills and ultimately closing the gap between themselves and their peers.

10.11 Class teachers and TEACCH room staff work collaboratively to complete Pen Portraits of the children who access the

Alternative Classroom Settings. This ensures that all staff that may encounter these children are aware of the strategies, triggers and resources needed to support the child, allowing them to have all barriers to learning removed regardless of any extraneous variables.

10.12 For all children at Bricknell Primary School, holistic assessments are undertaken in conjunction with formative, summative and statutory assessments. These are particularly invaluable for our children with SEND, as a means of identifying their successes, progress and further learning to take place. A range of holistic assessment techniques are used as appropriate (see Appendix D).

10.13 At Bricknell, we strive to celebrate each and every one of our children's qualities, diversity and family beliefs, whilst also enhancing the children's understanding of the world around them, building tolerance and respect. There are a range of ways in which we achieve this:

- Weekly celebration assemblies with a focus on a religion, a celebration, a profession or a child's presentation on a subject that they are knowledgeable and passionate about take place. These include visitors from places of worship, businesses and a range of professions.

- Family assemblies delivered to the school, allowing children and parents from our community to educate others on their beliefs and practices.

- The children participate in a range of activities, often with a charitable focus, such as Walk for Autism Week, Diversity Week and many more.

## **11 Physical Environments**

11.1 In some situations, the physical school environment may be a barrier to learning for some children, and staff at Bricknell Primary School have the following provision in place to ensure that any barriers are quickly identified and removed, allowing children to feel safe, secure and ready to learn.

These include:

- Annual IPASS school assessments are carried out in order to ascertain the quality of the adjustments that have been made in school, and to advise on any recommendations to support children further. These assessments are also carried out for individual children to ensure that their own personal physical needs are being met.

- Neutral toilets, both for adults and children, are available to ensure that everyone has options that they are comfortable with.

- To ensure that all children at Bricknell Primary School have access to all areas of school, there is a lift available for any child who cannot access the stairs comfortably.
- Disabled toilets are available in school and are annually quality assured.
- There is a shower available in school for any adult or child who may require the use of one.
- Bespoke accessibility plans, risk assessments and Personal Emergency Evacuation Plans (PEEPS) are created for individuals, or groups of children, who may require physical support in the school environment.

## Appendix A

### 1 The effect of Trust policy and practice on people who share a relevant protected characteristic

1.1 Although there is a statutory duty to publish information about the effect of Trust policy and practice on service users and employees who share a relevant protected characteristic, we recognise that care must be taken to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, analysis of sensitive information was undertaken by a senior member of the Trust staff and a synopsis passed to the stakeholders.

Information about the effect of Trust policy and practice on students who share a relevant protected characteristic was drawn from the following sources:

- Standards attained and progress made by different groups of students, compared with the standards and progress of all students nationally
- Standards attained and progress made by different groups of students, compared with different groups within the school
- Behaviour, bullying and harassment data\*
- Exclusions\*
- Persistent absenteeism, attendance and punctuality data for different groups of students\*
- Participation in extra-curricular and extended schools' activities\*
- Community engagement and community cohesion outcomes
- Parental/Carer involvement in school life (including attendance at open evenings)
- Student and parental questionnaires
- Complaints from students and parents/carers with different protected characteristics
- Engagement with stakeholder groups

\*this information was then benchmarked against national statistics (where available).

**2 Information about the effect of Trust policy and practice on employees who share a relevant protected characteristic was drawn from the following sources:**

- Staff profile\*\*
- Recruitment and retention rates for staff with different protected characteristics\*\*
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Staff appraisal/performance management
- Grievances and disciplinary issues for staff with different protected characteristics\*\*
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disability

\*\*information regarding the protected characteristics of staff will be gathered on a voluntary and non-intrusive manner which does not infringe that staff member's right to privacy within the workplace.

**3 Analysis of Information Gathered**

3.1 The purpose of gathering and analysing the information from the sources will be to provide answers to these two key questions which lie at the heart of the Public Sector Equality Duty:

- Does the information indicate that any aspects of current policy and practice have a negative impact on one or more of the dimensions of equality?
- Does the information indicate that any aspects of current policy and practice have a positive impact on equality?
- This process will enable identification of the Academy's most significant equality challenges and successes
- Equality Objectives will be formulated with reference and regard to this analysis

#### **4 The effect of Trust policy and practice on students, employees and stakeholders who share a relevant protected characteristic**

- 4.1 The information published and provided will be a short, evidenced account of our equality priorities and work, with an indication of key trends and issues.
- 4.2 The Trust is conscious of the fact that some information on protected characteristics is extremely sensitive.
- 4.3 In the case of sexual orientation and gender re-assignment status the Trust will use national statistics, research and stakeholder engagement to help us to identify priority equality issues instead.

#### **5 Policy Development, Implementation and Review: Equality Analysis**

- 5.1 When developing, implementing or reviewing any policy, procedure or practice the Trust will consider the following questions in order to analyse the impact on equality:
  - Could or does this policy, procedure or practice have a negative impact on one or more of the dimensions of equality – namely, could it increase inequalities that already exist?
  - If so, how can we change or modify it, or minimise its impact, or justify it? (Direct discrimination is illegal and cannot be justified)
  - Could or does this policy, procedure or practice have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that already exist?
  - If so, how can we maximise this potential?

## Appendix B Academy Equality Objectives 2016-2020

The academy has a responsibility to work to improve relations between students and staff within all protected characteristics and no characteristic.

It has developed these equality objectives in order to work towards these aims and responsibilities.

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| <p><b>Equality objective 1</b><br/>To raise attainment at the higher levels in reading and writing for boys.</p> |
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| Outcomes  | Measured by  |
|---|--|
| <p>Attainment and progress in reading and writing for boys will be higher.</p> <p>Evidence that boys are more engaged in English lessons and guided reading.</p> <p>Staff are aware of the different learning needs of girls and boys and plan accordingly.</p> | <p>Tracking data.</p> <p>Lesson observations.</p> <p>SATS results.</p> <p>Whole school data analysis.</p> <p>Pupil attitude surveys.</p> <p>Pupil progress meetings.</p> |

| Activity   | Lead Officers   | Progress Milestones   |
|--|---|---|
| <p>Identify the potential high achievers in reading and writing and children who are potentially at risk of underperforming.</p> <p>Identified children targeted in lessons and receive high quality interventions.</p> <p>Interventions led by support staff and teacher led.</p> <p>Specific intervention programmes in English to be developed which improve engagement and the development of skills for boys.</p> <p>New books to be ordered to suit the interests of the boys at Bricknell.</p> <p>Greater opportunities</p> | <p>T Pickering</p> <p>C Barton</p> <p>Phase leaders</p> | <p>All staff aware of English policies, which reference provision for boys.</p> <p>Audits complete and issues identified.</p> <p>Good practice within school and from other school identified and shared with staff.</p> <p>Staff training completed.</p> <p>Intervention timetables evident.</p> <p>Evidence from tracking data to show improvements in achievement of boys in reading and writing and a reduction in gender gap at the end of each key stage.</p> |

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| <p>to be included for open ended, extended tasks that enable more able boys to further develop and apply their skills.</p> |  |  |
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INSETS delivered to whole school teaching staff.

## Appendix B continued

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| <p><b>Equality objective 2</b><br/>         Ensure children who are disadvantaged and those with additional needs receive high quality, personalised provision to accelerate progress and have access to all aspects of the curriculum, including extra curricula activities.</p> |
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| <b>Outcomes</b>   | <b>Measured by</b>  |
|---|---|
| <p>Children with SEND make progress in line with national levels and gap between them and their peers is reduced.</p> <p>Pupil Premium children make progress in line with national levels and the gap between them and their peers is reduced.</p> <p>Children with SEND and EAL are effectively catered for in all lessons.</p> <p>LAC and Pupil Premium children are catered for in all lessons.</p> | <p>Pupil premium tracker – End of Term trackers</p> <p>Lesson observations</p> <p>Pupils progress meetings</p> <p>Pupil surveys</p> <p>Book scrutiny.</p> |

| <b>Activity</b>   | <b>Lead Officers</b>  | <b>Progress Milestones</b>   |
|---|---|--|
| <p>Identify the barriers to learning for all disadvantaged children and those with additional needs.</p> <p>Share information with all professionals that work with individuals.</p> <p>Appropriate provision is in place to address barriers to learning for every identified child.</p> <p>High quality, specialist 'nurture' provision to target high need children to effectively meet their needs.</p> <p>Effective work with external agencies, including health, to ensure provision is centered around the child and families to effectively meet their needs.</p> <p>Ensure funding, including high need funding and the pupil premium, is deployed effectively to raise pupil outcomes,</p> | <p>V Chapman/C Botterill</p> <p>S Sargieson</p> <p>Heads of Houses</p> <p>Phase Leaders</p> | <p>Data shows that disadvantage children are showing accelerated progress and are making progress in line with national levels and the gap is now reduced between to them and their peers.</p> <p>Provision adapted due to the advice of other professionals and suits the needs of the children.</p> <p>Lesson observations show effective provision and adaptations for these children.</p> <p>Audit, monitoring, evidence trails, pupil surveys identify barriers to learning and gaps in provision. These are shared with staff and relevant training in place.</p> <p>Intervention programs show effective provision.</p> |

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| including attendance. |  |  |
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**Equality objective 3**

Ensure the emotional wellbeing of our children is an intrinsic part of the education offered at Bricknell, ensuring all achieve across the curriculum.

| <b>Outcomes</b>   | <b>Measured by</b>   |
|---|--|
| <p>Children with social and emotional difficulties make progress in line with national levels and gap between them and their peers is reduced.</p> <p>These children are effectively catered for in all lessons and at different parts of the day.</p> <p>Children are able to access all aspects of their learning due to a healthier social and emotional mind set.</p> | <p>Data tracking.</p> <p>Lesson observations.</p> <p>ELSA – Progress data.</p> <p>Reduced behavior incidents reported on SIMS and CPOMS.</p> |

| <b>Activity</b>   | <b>Lead Officers</b>  | <b>Progress Milestones</b>   |
|---|---|--|
| <p>Train staff members who will lead on ELSA and ensure they co-operate effectively with the school staff.</p> <p>Identify children and follow the referral pathway to ensure barriers are quickly addressed to avoid any further difficulties.</p> <p>Range of barriers are identified and dealt with</p> <ul style="list-style-type: none"> <li>• Loss and bereavement</li> <li>• Self-esteem</li> <li>• Social skills</li> <li>• Emotions</li> <li>• Friendship issues</li> <li>• Relationships</li> <li>• Anger Management</li> <li>• Behaviour</li> <li>• Anxiety</li> <li>• Bullying</li> </ul> <p>Appropriate provision is in place to address children's emotional well-being.</p> <p>Pupils with barriers to their emotional wellbeing</p> | <p>ELSA trained staff – Lucy Clay &amp; Isobel Hutchings</p> <p>School Councilor Martin Williams</p> <p>S Sargieson – Nurture Teacher</p> <p>V Chapman – SENCo.</p> | <p>Staff qualified and INSET delivered to other staff groups.</p> <p>Barriers to learning are removed and children report that they are happy children in school and at home.</p> <p>Pupil voice and surveys.</p> <p>Audit, monitoring, evidence trails, pupil surveys identify barriers to learning and gaps in provision. These are shared with staff and relevant training in place.</p> <p>Staff and parents have a good understanding of the referral route.</p> <p>Data shows that these identified pupils are making at least expected progress and are in line with their peers.</p> |

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| make progress in line with their peers. |  |  |
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**Equality objective 4**

Ensure that any pupil and staff member with protected characteristics feel safe.

| <b>Outcomes</b>   | <b>Measured by</b>  |
|---|---------------------|
| Reduction in incidents of bullying against pupils with protected characteristics. | Pupil surveys.      |
| Pupils feel safe in school.   | Behaviour logs.     |
|   | Bullying records.   |
|   | SIMS/CPOMS entries. |

| <b>Activity</b>   | <b>Lead Officers</b>  | <b>Progress Milestones</b>   |
|---|---|--|
| <p>PSHCE/JIGSAW curriculum used to address these issues directly.</p> <p>National and International dates celebrated to learn about diversity around the world.</p> <p>Closely monitor any incidents to ensure all incidents of bullying are recorded, including use of homophobic or racist language and bullying targeted at individuals with protected characteristics.</p> <p>Ensure related policies are revised and understood by all stakeholders.</p> <p>Promote the engagement of parents when incidents occur.</p> <p>Ensure all members of staff, including lunchtime supervisors, respond appropriately to incidents and follow the reporting procedures correctly.</p> <p>Assemblies to address issues relating to racism, homophobic language and bullying.</p> | <p>LC &amp; RT – PSHCE leaders</p> <p>All staff</p> <p>Phase Leaders</p> <p>SLT</p> <p>Safeguarding leads</p> | <p>PSHCE curriculum ensures pupils have clear understanding that bullying, racism, homophobic, biphobic and transphobic language is not appropriate and understand how to report and challenge it.</p> <p>Monitoring and record keeping ensures that all incidents are recorded and addressed.</p> <p>Monitoring shows a continued reduction in the number of incidents.</p> <p>Parent and pupil surveys show that pupils feel safe in school and free from bullying and harassment.</p> |

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| <p><b>Equality objective 5</b><br/>Ensure that recruitment procedures adhere to the principles of equal opportunities.</p> |
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| <b>Outcomes</b>   | <b>Measured by</b>   |
|---|--|
| <p>There are clear procedures in place to ensure equal opportunities during the recruitment process.</p> <p>All staff are treated equally when employed and deployed.</p> | <p>Recruitment policy</p> <p>Recruitment paperwork</p> <p>Staff feedback</p> |

| <b>Activity</b>  | <b>Lead Officers</b>        | <b>Progress Milestones</b>         |
|--|-----------------------------|------------------------------------|
| <p>Follow Trust recruitment policy</p> <p>Monitor recruitment procedures</p> | <p>SLT</p> <p>Governors</p> | <p>Staff feedback is positive.</p> |

**Appendix C**  
**Bricknell Primary School Curriculum Intent Wheel.**



## Appendix D

### Holistic Assessments undertaken at Bricknell Primary School

| Assessment Technique   | Overview  |
|--|---|
| - Academic assessments to determine whether the children are WB, WTS, ARE or working at a GD | These assessments allow the teacher to gain further understanding of the child's ability and gaps in knowledge and are assessed against the Year group expectations.  |
| - Gap analysis assessments   | These assessments allow the children to identify specific gaps in knowledge, allowing them to carefully plan to plug these gaps, raising attainment.  |
| - Engagement Profile and Scale   | The Engagement Profile and Scale is a classroom tool developed through SSAT's research into effective teaching and learning for children with complex learning difficulties and disabilities. It allows educators to focus on the child's engagement as a learner and create personalised learning pathways. It prompts student-centered reflection on how to increase the learner's engagement leading to deep learning. Engagement is multi-dimensional, and encompasses awareness, curiosity, investigation, discovery, anticipation, persistence and initiation.  |
| - External Agency observations and assessments   | These bespoke assessments are invaluable in gaining knowledge from specialists and other professionals, allowing teachers to ensure that the correct support is in place for each child.  |
| - Pupil Voice questionnaires   | These provide an insight into the pupil's feelings, experiences and wishes allowing staff to ensure that each child feels safe and successful.  |
| - SENCo Observations   | Where appropriate, the school SENCo, Miss Victoria Chapman, may observe or work with a child in order to identify any further support that a child may need and ensure that all relevant referrals and assessments have been undertaken in order for us to have a true picture of the child's strengths and support that may help.  |
| - Self and Peer assessments (Pre and Post)   | These self and peer assessments increase the child's ability to be self-reflective and identify their own successes, ultimately building more resilient learners. Furthermore, it gives the teacher an insight into the child's view of their learning, allowing them to plan to remove any barriers to success.  |
| - CATS Documents   | The Curriculum Assessment Toolkits (CATS) comprises of the National Curriculum objectives, broken down into small steps from P4 up to Year 6. This allows staff to accurately identify the child's current ability, plan targets and build up their knowledge and understanding, closing the gap between themselves and their peers.  |
| - The Boxall Profile   | The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. The two-part checklist, which is completed by staff who know the child and young person best, is quick — and, very importantly, identifies the levels of skills the children and young people possess to access learning. Many children in school are insecure about their worth, often not able to articulate their feelings. Instead, they show their discomfort by withdrawal, achieving much less, than they could, not making good relationships. Others may act out their feelings of anger and failure by minor or major acts of disrupting the progress of others. Whatever the behaviour, the result is that they do not get positively engaged in education. Understanding what lies behind this can make all teachers much more confident in their class management. |

