

Equality statement and objectives

Pear Tree is committed to ensuring equality of provision throughout the school community irrespective of race, gender, disability, sexual orientation, gender reassignment, religion or belief, or socio-economic backgrounds.

We strive to ensure that equality of opportunity is available to all members of the school and wider community. For our school this does not simply mean treating everybody the same but understanding and tackling different barriers which could lead to unequal outcomes for different groups of pupils whilst celebrating and valuing the achievement and strengths of all members of the school community.

Pear Tree School complies with the general and specific duties of the Equality Act (2010). In accordance with the duty we publish information that demonstrates that we have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

These specific duties have been considered in relation to all our policies and procedures in school.

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty. This is done via our [Single Equalities Policy](#).
- Publish Equality Objectives which are specific and measurable. These can be found below.

Objective	2019/2020	2020/2021	2021/2022	How children and their families will judge success
To create a mentally healthy school for all children, staff and families.	<ul style="list-style-type: none"> • Embed learning from the outcomes of the Well-Being Award. • Introduce the new Relationships and Health Curriculum – adapted to meet the needs of pupils. • Develop strategies to support pupils who have had ACEs. • Increase opportunities for staff to access support for managing their own and others’ mental health. • Run a second year of the Prince William Award. • Actively invite health and social care to attend relevant meetings and challenge non-attendance. 	<ul style="list-style-type: none"> • Monitor the effectiveness of the delivery and provision to support the emotional and mental health of pupils. • Monitor the effectiveness of the support given to staff to support their own emotional health and well being • Evaluate the supervision cycle within school. • Pupil voice at annual review – evaluate and update. • Key staff to deliver activities and skills based on the Prince William Award. • Evaluate the Relationships and Health Curriculum 	<ul style="list-style-type: none"> • Support the positive mental health of senior leaders within the school • Introduce the Commando Joes programme for pupils • Begin submission for the Health School’s Award 	<ul style="list-style-type: none"> • Appropriate curriculum in place to support the delivery of relationships and health curriculum and to promote positive mental health and resilience. • Staff are skilled in identifying potential problems and signposting/implementing support
To develop the Pear Tree curriculum to, even more successfully, meet the very personalised needs of all pupils and evidence learning appropriately	<ul style="list-style-type: none"> • Identification of the intent, implementation and impact within all curriculum areas. • Other leaders within school receive training in conducting lesson observations. • Subject leaders within school receive training in conducting lesson observation. • Evidence for Learning is embedded to provide a more accurate way to measure progress from different starting points. 	<ul style="list-style-type: none"> • Monitor the effectiveness of the lesson observation cycle. • Increase peer to peer observations with other schools. • Moderate the curriculum internally to identify if it continues to meet the needs of all the children. • Close partnership working with mainstream schools – increase inclusion. • Outdoor learning focus. 	<ul style="list-style-type: none"> • Inclusion re-instated with local primaries • All subject leaders developed their curriculum areas to include the 3 I’s and • E4L open to parent comments and used for report writing 	Parents will have a more regular update on the progress their child is making and be able to identify activities they could do within the home to support learning. Pupils will continue to make good progress because of the bespoke curriculum offered. Inclusion opportunities available to pupils.

	<ul style="list-style-type: none"> • Close partnership working with mainstream schools – increase inclusion. • Upskill parents in relation to the Quality of Education via more effective/personalised communication (website, social media, home/school communication, Evidence for Learning). 	<ul style="list-style-type: none"> • Develop permanent bases within local mainstream schools to support inclusion/outreach. 	<ul style="list-style-type: none"> • EYFS early intervention package developed 	
<p>Increase opportunities and develop more strategies for positive behaviour to be displayed both within Pear Tree and across local mainstream schools</p>	<ul style="list-style-type: none"> • Amend Positive Handling Plans to give a more concise summary of strategies for managing behaviour. • Continue to analyse and reduce the number of RPI's within school. • Work with local mainstream schools to support them to more effectively manage behaviours that challenge and ultimately reduce exclusions. • Re-visit the school's values and vision to ensure they reflect the current climate and cohort. 	<ul style="list-style-type: none"> • Continue to analyse and reduce the number of RPI's within school. • Work with local mainstream schools to support them to more effectively manage behaviours that challenge and ultimately reduce exclusions. • Create a new training package for mainstream schools following consultation. 	<ul style="list-style-type: none"> • Monitor SI and RPI across school • Special stay and play re-introduced • LP working with the inclusion hub to develop behaviour support workers in mainstream schools 	<ul style="list-style-type: none"> • Positive handling plans updated to clearly outline strategies for dealing with behaviours. • Pupils feel supported to manage their own behaviours. • All members of the school community know the vision and values of the school and share them.