

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.

Pear Tree School Equality Objectives 2018-2019

Objective	Action	By when	How children and their families will judge success
To further develop children to become more independent learners	<ul style="list-style-type: none"> • Lesson Study Focus on Independent Learners – initial training, discrete planning sessions, thorough analysis • Learning walks conducted with a focus on independent learning • Whole school staff meeting on independent learning with follow up class meetings to identify what does independent learning look like for each individual child in the class. Identify strategies within each class to better support independent learning to take place. • Teachers to identify in medium term planning, where independent learning will be a focus • Evaluate impact of the Lesson Study Programme at regular intervals throughout the year 	<p>All year</p> <p>All year</p> <p>Autumn term</p> <p>All year</p> <p>Termly</p>	Children will be able to identify how they themselves and their peers (if appropriate) can become more independent in their learning. Children are more willing to take on increased challenge and demonstrate a positive mindset
Class teachers to take on more responsibility for analysing progress data for the children they teach	<ul style="list-style-type: none"> • Dedicated half-termly meetings scheduled with the Deputy Headteacher to analyse the progress being made by the children in class • Class teachers tracking pupil progress formally at more regular intervals • Lesson plans clearly demonstrate how teachers will evaluate pupil progress within each lesson • All support staff can effectively feedback on the progress made by identified pupils within a lesson 	<p>All year</p> <p>All year</p> <p>All year</p> <p>All year</p>	Children and learners make increased progress because teachers are more regularly analysing the progress data and amending planning accordingly.
To become a mentally healthy school	<ul style="list-style-type: none"> • A structured series of training available to all staff to support understanding of mental health and well-being • A structure series of training available to all parents and families to support understanding of mental health and well-being • Organise a range of well-being activities held on a Monday at 3.30pm available for all staff to attend to support positive mental health • Increase physical activity across the whole school curriculum so that it becomes a daily and routine activity. • Introduce the Duke of Edinburgh Award and the Prince William Award to further develop the curriculum to support emotional health and well-being 	<p>All year</p> <p>All year</p> <p>All year</p> <p>Sept 18</p> <p>Sept 18</p>	Pupils mental health will become more stable because of the increase of focused activities and because of staff's increased knowledge and skill set

<p>To see a reduction in restrictive physical interventions because of the positive impact of personalised timetables with a focus on emotional health and well-being.</p>	<ul style="list-style-type: none"> • Support staff to more accurately log any RPIs onto CPOMS using the correct information • Routinely analyse data collected from CPOMS and use it to inform staff and governors about the impact of any positive interventions e.g. personalised timetables, sensory curriculums. Amend curriculum and provision as and when needed. • Produce some case studies to report on the impact of the alternative curriculums in relation to the reduction of RPIs 	<p>Sept 18 All year</p>	<p>The number of restrictive physical interventions will have reduced.</p>
<p>To develop the Pear Tree curriculum to, even more successfully, meet the very personalised needs of all pupils and evidence learning appropriately</p>	<ul style="list-style-type: none"> • Define the 3 tiered curriculum model and complete the written document – share this with staff and governors • Introduce and implement new curriculum provision across the school • Analyse the effectiveness of the new classes and how teachers are differentiating their lesson plans and planning their timetables to accommodate this. • Introduce Evidence for Learning to use across school in replace of the current evidence files. • Activate Evidence for Learning for parents so that they can comment on the progress their child is making 	<p>Sept 18 Oct 18 Oct 18 Oct 18 Sept 19</p>	<p>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.</p>
<p>To offer a structured and relevant work experience / placement programme for Sixth Form students which is destination driven.</p>	<ul style="list-style-type: none"> • Dedicated sessions timetabled for work readiness and preparation • Students to complete ILPs to ensure curriculum and provision is appropriately destination driven • Personalised work pathways developed for students where appropriate, work placements identified and students are accessing sessions • Work placement booklet amended to meet need • Regular scouting for more appropriate work placements • World of Work week held for all 14-19 age students 	<p>Sept 18 Oct 18 All year Sept 18 All year Nov 18</p>	<p>Students have a more informed opinion regarding future work options. Students are better equipped to access work after leaving Pear Tree.</p>