

School based Equality Plan

Our establishment has two specific duties to assist us in meeting our general duty, set out by the Equality Act 2010

They are:

- To publish information to show how we are complying with the equality duty.
 - *This must be updated at least **annually**.*
- To prepare and publish one or more specific and measurable equality objectives.
 - *at least every **four years**.*

This policy will be reviewed every four years by the Board of Trustees.

The implementation of the Equality Objectives will be reviewed and progress reported annually.

Our equality objectives are in response to this general duty.

Objective 1 To narrow the gap in attainment between those children entitled to Free School Meals and 'All Children'.				
Description of the improvement needed There is a gap of around 20% between the attainment of children on FSM and 'All children' across all subjects – reading, writing and maths				
Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To continue to monitor and analyse pupil achievement by group and act on any significant trends or patterns in data.	AH NP	Termly	Data analysis Progress meetings Data Sheets	• Through routine data analysis • Through pupil progress meetings • Where there are gaps, these will be narrowed through high quality intervention.
To identify ways in which pupils need additional support.	All	Half termly	Progress meetings Lesson observations Staff meetings	Adaptive teaching requirements needed to cater for needs of children in classes will be evident through: Lesson observation and learning walks Coaching data The data at the end of the academic year will demonstrate pupil progress and a narrowing gap
To use the buddy project to raise the aspirations of pupils entitled to FSM (and other vulnerable pupils)	LB	Half termly	PPA Release time within the school day Buddy Tea party events	• Vulnerable pupils will have regular contact with an adult who is interested in their learning and progress in addition to the adults in their classrooms • Pupils will see themselves as agents of their own change

Equality Objective 2

To improve the attendance between groups of children, particularly for those entitled to Free School Meals and 'All children'

Description of the improvement needed

Attendance in 2024/25 showed a gap between children entitled to FSM and 'All pupils' (93.8% compared to 95.3%) and this is also true of unauthorised absence, with children entitled to FSM being more likely to have unauthorised absence or to be persistently absent.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Regular attendance tracking meetings (6 weekly) and robust actions, including attendance support plans	MT AH	6 weekly	DHT time Admin time Attendance support plans	Attendance data Attendance support plans and review of these The desire is for disadvantaged pupils to have attendance which is above national and is as good as or better than 'all pupils'
Daily communication with parents of key children who are persistently absent	MT AH EG	Daily	DHT time Admin time Daily phone calls and logs	Early intervention will take place for pupils who need it. A strong ethos around attendance is regularly communicated A relational approach will be implemented, taking into accounts the needs of pupils.

Equality Objective 3

Improve knowledge, skills and attitudes to enable children to appreciate and value difference and diversity

Description of the improvement needed

Some pupils do not have a secure knowledge of different cultures or religions. This means that a small group of pupils do not understand cultural differences as well as they should. Leaders need to ensure that all pupils develop a greater understanding of different religions and cultures so that pupils are well prepared for life in modern Britain.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
A review of the school's library will be undertaken with only books stored that align with the principles of the school.	JS	Ongoing	Staff release time to conduct a library review	Use of junior librarian and library audit to ensure b Children able to confidently talk about and celebrate diversity.
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in extra curricular opportunities and roles and responsibilities.	SR	Ongoing	Staff time to enable these opportunities. Development of tracking sheets and cost to manage/ administration.	- Tracking and monitoring of attendance at clubs, events, and school initiatives available for children to participate in – termly. Subsequently: - Children entitled to FSM are prioritised for places at clubs. - Working with parents (in particular, with those who have children in the most vulnerable groups) barriers to children's participation will be overcome.
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.	AH NT	Annually		- Half-termly through purposeful governor 'ethos visits' - Ensure that collective worship provides opportunities for children to explore cultural events beyond Christianity.

Equality Objective 4

Monitor and track incidents of bullying, prejudice and racism, including reporting incidents to the local authority. Reviewing the common themes, using data to understand the link between incidents and irregular attendance, and adjust our curriculum and intervention in response.

Description of the improvement needed

Although we current report all incidents of bullying, prejudice, and racism through the correct channels we have identified a few areas that could be developed further:

- When reporting to Governors each term, ensure the data is analysed and trend and patterns are identified and shared with staff each term.
- Ensure the curriculum is adjusted to account for the identified trends and make sure further education and intervention is in place for targeted groups of children to prevent further incident occurring.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To continue to identify, respond, and report racist incidents through the school's safeguarding procedures.	AH MT NP	Ongoing	NPD & staff meetings	- LGB monitoring - Identified on CPOMs so trends and patterns can be identified by leaders - Accurate recording and reporting ensures incidents are addressed
To set expectations for all staff on how BPRI (bullying, prejudice and racial incidents) issues should be recorded and actioned in line with the newly designed Bullying Protocol	AH	Sept 25	NPD & staff meetings External support if required	- Ongoing routine monitoring of CPOMS system by safeguarding team. - Clarity and consistency in staff understanding of new systems and procedures in place - Staff are confident in what constitutes BRPI and are able to report it in line with school procedures. Accurate recording and reporting ensures incidents are addressed.

Objective 5

To provide a supportive and inclusive working environment for all, actively promoting equality, diversity and inclusion in the workplace.

Description of the improvement needed

We have identified the following areas to develop to make our workplace fully inclusive:

- As a school we do this naturally, but we do not make this explicit or explicitly conscious.
- We are accepting as a school but do not always actively promote equality and diversity across our staff team.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To publish and promote the Equality Plan through the school website and educate/inform staff and governors through training sessions.	AH	Annually	Equality plan Annual review document	- LGB monitoring - LGB minutes - Website monitoring - Staff survey All staff and governors are aware of this plan. Equality plan is prominent on the school website. Staff are able to articulate how we promote equality, equity, diversity and inclusion.
To use staff voice to determine	AH	Jan 26	NPD	- LGB monitoring - Staff survey

areas for further development				Clear plans are developed if needed to address points raised by staff. Staff feel as though they are working in a supportive and inclusive working environment.
To actively promote equality across all groups withing our workforce.	All	Ongoing	NPD & Staff meeting	Ongoing monitoring of low-level behaviour concerns to identify any patterns and address through training. Staff will feel confident to recognise and report low-level behaviour incidents

Year 1 data and Summary

At the end of year 1, you will need to publish data on how your establishment is doing in response to its Equality Duty. This isn't an in-depth response, but more of a way to acknowledge your establishment is developing and improving equality, diversity, and inclusion. It will also highlight areas that are improving and what requires more attention.

Your data needs to cover the same areas as your 'current' data published previously, on areas relating to:

- attendance
- suspensions
- exclusions
- attainment for children with protected characteristics.
- bullying, prejudice and racism incidents

You should also include information on

- the engagement of extracurricular activities,
- attendance to residentials and trips for those with protected characteristics.
- 'pupil' voice and parent/guidance voice survey data regarding equality, diversity and inclusion.

If your establishment employs more than 150 staff, it will also need to publish data about its staff.

You can also use this section to summarise any key new changes or developments within your establishment. Such as policies, reviewing a key part of your curriculum or setting up a Cultural Champions group. It is also an opportunity to highlight any changes that need to be made in response to the academic year. For example, if you have seen an increase in sexism and sexual harassment in your establishment amongst children, you may need to incorporate more workshops or review the curriculum and assemblies.

You should ensure that your Equality committee is involved in this review and ensure that this document has been updated on your website.

Year 2 data and Summary

At the end of year 2, you will need to publish data on how your establishment is doing in response to its Equality Duty. This isn't an in-depth response, but more of a way to acknowledge your establishment is developing and improving equality, diversity, and inclusion. It will also highlight areas that are improving and what requires more attention.

Your data needs to cover the same areas as your 'current' data published previously, on areas relating to:

- attendance
- suspensions

- exclusions
- attainment for children with protected characteristics.
- bullying, prejudice and racism incidents

You should also include information on

- the engagement of extracurricular activities,
- attendance to residential and trips for those with protected characteristics.
- 'pupil' voice and parent/guidance voice survey data regarding equality, diversity and inclusion.

If your establishment employs more than 150 staff, it will also need to publish data about its staff.

You can also use this section to summarise any key new changes or developments within your establishment. Such as policies, reviewing a key part of your curriculum or setting up a Cultural Champions group. It is also an opportunity to highlight any changes that need to be made in response to the academic year. For example, if you have seen an increase in sexism and sexual harassment in your establishment amongst children, you may need to incorporate more workshops or review the curriculum and assemblies.

You should ensure that your Equality committee is involved in this review and ensure that this document has been updated on your website.

Year 3 data and Summary

At the end of year 3, you will need to publish data on how your establishment is doing in response to its Equality Duty. This isn't an in-depth response, but more of a way to acknowledge your establishment is developing and improving equality, diversity, and inclusion. It will also highlight areas that are improving and what requires more attention.

Your data needs to cover the same areas as your 'current' data published previously, on areas relating to:

- attendance
- suspensions
- exclusions
- attainment for children with protected characteristics.
- bullying, prejudice and racism incidents

You should also include information on

- the engagement of extracurricular activities,
- attendance to residential and trips for those with protected characteristics.
- 'pupil' voice and parent/guidance voice survey data regarding equality, diversity and inclusion.

If your establishment employs more than 150 staff, it will also need to publish data about its staff.

You can also use this section to summarise any key new changes or developments within your establishment. Such as policies, reviewing a key part of your curriculum or setting up a Cultural Champions group. It is also an opportunity to highlight any changes that need to be made in response to the academic year. For example, if you have seen an increase in sexism and sexual harassment in your establishment amongst children, you may need to incorporate more workshops or review the curriculum and assemblies.

You should ensure that your Equality committee is involved in this review and ensure that this document has been updated on your website.

Summary & Formal conclusion

Formal Equality Objective Review (MAT review in 2028)

Legally at least every 4 years you must review your equality objectives and publish your response. If you are part of a Trust or MAT you may work collaboratively in reviewing your objectives, however it is important to reflect your establishment in any response.

You can draw from various key documents within your establishment:

- Improvement plan
- Subject improvement plans or reviews
- Data
- Ofsted inspections
- Local Authority feedback
- Trust observations
- Equality committee and governing board meetings
- Year 1, 2 and 3 data and summary reviews.

Firstly, you will need to outline your data, which would take the same format and criteria as in previous years.

The template below is to support with reviewing your objectives and you may wish to edit this to meet your needs. The initial rows and columns in the tables can be drawn from section 5 within this document.

Within the summary, it is often useful to take a collective point of view. Hearing the voices of those in the establishment and within the Equality committee. Being completely transparent regarding the impact of the actions and the progress the establishment has made will provide an opportunity for reflection, ready for setting new equality objectives or the continuation of areas that are still in need of development.

Equality Objective 1 *Outline the objective*

Describe the improvement that was needed

Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment's changing demographics.

Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact

Summary

Equality Objective 2
Outline the objective

Describe the improvement that was needed

Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment's changing demographics.

Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact

Summary

Equality Objective 3
Outline the objective

Describe the improvement that was needed

Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment's changing demographics.

Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact

Summary

APPENDIX 2 POLICY HISTORY

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