Autumn term 2023

Equality objectives statement action plan

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| **Objective 1: Dealing with prejudice** | | | | | |
| **Identified concern, with evidence** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| The school is predominantly populated with a white British community with few opportunities for children to mix with pupils from other cultures or ethnicity | To ensure that our pupils and the school community understand that we live in a diverse country that recognises and celebrates difference through the teaching of our rich curriculum and underpinned by our church school vision and British values | Deliver the PSHE/ RSHE curriculum, ensuring children learn about society and develop a greater understanding of those with protected characteristics (race, gender, disability, age, pregnancy and maternity marriage and civil partnership, health, religion and belief, sexual orientation, gender reassignment)  Collective worship/assemblies address inequalities and highlight key national events for example, Anti Bullying Week and Black History Month. | The headteacher and teachers. | Pupils will be able to talk about difference with respect and tolerance | To be reviewed in the Spring and Summer terms.  Feb 2024  Children are able to talk about difference with respect during PSHE, RHSE and class discussions. They learn about other religions and beliefs in RE lessons and complete units of work during Black History Month to celebrate people of different race. Books are displayed around school for the children to access relating to celebrating differences. |

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| **Objective 2: Celebrating diversity** | | | | | |
| **Identified concern, with evidence** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| School is mostly made up of two parent mixed gender couples or single parent families with children having few opportunities to learn  about or observe diverse family dynamics | To ensure that the school teaches and celebrates diverse forms of family life | Through PHSE teaching and discussion, diversify family stereotypes so the school community is aware of and is accepting of a variety of family dynamics. Taught from Autumn term and incorporated into the school’s PSHE curriculum. | The headteacher and PSHE teachers. | The school’s teaching on family dynamics will continue to cover key information already established in the curriculum, e | To be reviewed in the next Autumn term. |

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| **Objective 3: Facilitating equality in the workplace** | | | | | |
| **Identified concern, with evidence** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| Workers granted flexible worker contracts may not receive as much information or may be overlooked for promotion or leadership roles due to working fewer hours | To ensure the school’s HR procedures do not inadvertently discriminate against staff who have flexible working contracts | To review how the school keeps in contact with staff at times they are on their non working days and to ensure they are communicated with to ensure information is shared fully with them – this will be considered in the next governing board meeting at the end of the Autumn term. | The governing board and HR manager. | The school’s HR procedures will be adapted to ensure staff on flexible working contracts are given adequate contact during their non working days and notified of any HR decisions affecting them, such as promotion opportunities. | To be reviewed at the end of the Summer term. |

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| **Objective 4: Enabling representation** | | | | | |
| **Identified concern, with evidence** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| The governing board is represented by members of the Church of England community with other faiths not represented | To ensure the school’s governing board is representative of the school’s local community. | To consider whether the current governing board is able to sufficiently represent the potential needs of all pupils e.g. in relation to religious observance, dietary needs and uniform, and if not, how this will be rectified  – this will be considered in the next governing board meeting at the end of the Autumn term. | The chair of governors and full governing board. | The school’s governing board will be able to account for the potential needs of all pupils and families when making decisions. | To be reviewed in the governing board meeting at the end of the Spring term.  Feb 2024  The school’s governing board is representative of the school’s local community. |

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| **Objective 5: Supporting inclusion** | | | | | |
| **Identified concern, with evidence** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| Classrooms are not accessible from the outside and playgrounds are not accessible form the classrooms by wheelchair users. The main entrance at the front of school give wheelchair users access | To ensure all areas of the school are as accessible as possible for all members of the school community | To facilitate wheelchair access to and from the classrooms using a ramp. This will be done by Summer 2024 | The premises manager, SBM and contractors. | The classrooms will be accessible in and out, by wheelchair users | To be reviewed summer term 2024 |
| **Objective 6: Supporting achievement** | | | | | |
| **Identified concern, with evidence** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| Boys’ attainment is less successful than girls in KS1 for reading | To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. | Analyse data on termly basis through pupil progress meetings. Question level analysis will identify gaps which can then be addressed through quality first teaching and good quality intervention  Ongoing assessment will identify the need for immediate support | Headteacher and teachers | Boys will close gaps in KS1 reading attainment | To be reviewed on a termly basis  Feb 2024  End of Autumn term data shows that girls continue to out perform boys in reading.  Boys exp+ 47%  Girls exp+ 68%  What are we doing to close the gap?  Class texts are aimed at boys to encourage them to be interested in reading in the class.  Children are encouraged to bring comics / magazines from home to read in school.  Reading buddies.  Reading mornings. |