**Equality Objectives 2024-2025**

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| **Objective 1** | **Key actions** | **Timeframe** | **Responsible** |
| Promotion of cultural  understanding and awareness of different religious beliefs between different ethnic groups, through a broad and balanced curriculum and effective PSHE delivery. | * Implement PSHE/RSE scheme across the school, including whole school assemblies. * Implementations of RE scheme. * Organise ‘Experience ladder’ visits to other cultural places. | September 2024 – July 2025 | All Staff |
|  | * Mark and education children on different religious celebrations and their significance. |  |  |
|  | * Continue to teach British Values through assemblies and curriculum links. |  |  |
| **Objective 2** | **Key actions** | **Timeframe** | **Responsible** |
| To ensure that there is proportional representation of diverse groups, for example through literature and images. | * Continue to celebrate diversity in temporary and permanent displays. * Develop the breath of diversity in reading books, both fiction and non-fiction. * Celebrate diverse international events. | September 2024 – July 2025 | Headteacher  Reading lead |
| **Objective 3** | **Key actions** | **Timeframe** | **Responsible** |
| Ensure that access to a broad and balanced curriculum is considered in terms of visible and invisible barriers, especially for students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups. | * Ensure all pupils are included in full curriculum. * Only short interventions (time or period) are used, to ensure access to all subjects – this is for all pupils. * Provide additional resources to support children to access the curriculum. * Differentiate learning as appropriate. * Ensure all pupils are supported to attend all trips. | September 2024 – July 2025 | Headteacher  PE lead  Able, Gifted and Talented lead |

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| **Objective 4** | **Key actions** | **Timeframe** | **Responsible** |
| Monitoring and promotion of the involvement of all groups of pupils in the extra-curricular life of the academy, including leadership opportunities, especially pupils with special educational needs and disabilities. | * Encourage different groups to participate in after-school clubs. * Encourage diverse representation on school panels e.g. playleaders, school council, etc. | September 2024 – July 2025 | Headteacher |
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| **Objective 5** | **Key actions** | **Timeframe** | **Responsible** |
| Actively close gaps in attainment  and achievement between  students and groups of students especially students eligible for free- school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups. | * Quality First Teaching uses to support all pupils. * Use PP and SEN funding to provide interventions. * Use catch up funds to support attainment gaps. * Use RAG meetings to monitor progress and support new strategies. * Uses funds to support additional resourcing and resources to aide progression. | September 2024 – July 2025 | All staff |
| **Objective 6** | **Key actions** | **Timeframe** | **Responsible** |
| To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act. | * Implement PSHE scheme across the school, including whole school assemblies to develop SMSC breadth and understanding, especially around inclusion. * Embedded British Values though our PSHE, assemblies and wider curriculum. * Reinforce the school rules and use this in every­day language in school. * Continue to develop nurturing culture, where * children feel safe to talk about their feelings. * Use well-being questionnaire to gauge well­being. * Implement the school Behaviour Policy around bullying conducted in and outside of school (as per the policy). | September 2024 – July 2025 | All Staff |
| **Objective 7** | **Key actions** | **Timeframe** | **Responsible** |
| To promote the attendance and punctuality of vulnerable groups, with strategies being implemented to support a reduction in persistent absenteeism. | * Use Attendance Officer and EWO to track and implement strategies to support attendance. * Work closely with parents from an early stage if attendance is an issue to ensure school is accessible to pupils and parents. | September 2024 – July 2025 | Headteacher  Senior Pupil Services Officer  Family Support Worker |

**Agreed – December 2024**

**Review – July 2025**