**Equality Objectives 2024-2025**

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| **Objective 1** | **Key actions** | **Timeframe** | **Responsible** |
| Promotion of culturalunderstanding 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.
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|   | * Continue to teach British Values through assemblies and curriculum links.
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| **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 | HeadteacherReading 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 | HeadteacherPE leadAble, 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 attainmentand 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 | HeadteacherSenior Pupil Services OfficerFamily Support Worker |

**Agreed – December 2024**

**Review – July 2025**