**Equality Objectives 2024-2025**

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| **Objective 1** | **Key actions** | **Timeframe** | **Responsible** | **Intended Impact** |
| Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups, through a broad and balanced curriculum and effective PSHE delivery.    Celebrate cultural events throughout the year to increase children’s and family’s awareness and understanding of different communities. | * Implement PSHE/RSE scheme across the school, including whole school assemblies. * Implementations of RE scheme. * Organise visits to other cultural places as well as visits in school from members of other cultures and religions. * Educate children on different religious celebrations and discuss their significance. * Continue to teach British Values through assemblies and curriculum links. | September 2024 – July 2025 | All Staff  PSHE lead  RE Lead | Pupils will have a greater understanding of the different religious beliefs and will be able to voice this. They will have an increased understanding of different celebrations and why these are important to different faiths.  This will be seen through: Pupil voice, floor books, assemblies, end if unit assessments. |
| **Objective 2** | **Key actions** | **Timeframe** | **Responsible** | **Intended Impact** |
| 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 | All staff  SENCO | Lessons will be adapted to suite the needs of all learners from all groups to ensure that all children will achieve their next steps in learning.  This will be seen through:  Tracking of pupils and analysis of data  Pupil progress meetings (identification and next steps)  Monitoring of lessons and books  Pupil achievement for equality groups meeting national average or above.  Where there are gaps, these will be narrowed. |
| **Objective 3** | **Key actions** | **Timeframe** | **Responsible** | **Intended Impact** |
| To ensure that there is proportional representation of diverse groups, for example through literature and images.  Ensure that resources and displays around the school promote diversity. | * 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 | All staff | More diversity reflected in school displays and materials for lessons  across all year groups  Diversity is threaded through our school teaching and learning all year.  Children confidently talk about the uniqueness and value of all individuals  and to celebrate diversity.  Children understand what diversity truly means and are able to see how  diversity, and sometimes lack thereof, is reflected in world events.  Children do not judge from appearance or make assumptions about background, faith, gender etc  This will be seen through:  Learning environment  Pupil voice  Learning walks |
| **Objective 4** | **Key actions** | **Timeframe** | **Responsible** | **Intended Impact** |
| Monitor and promote involvement of all groups of pupils in the extra-curricular life, 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 | All staff, Group leaders for school presentation groups. | Equal opportunities will be given to all children in all areas of the curriculum and additional opportunities. There will be a diverse representation of pupil groups across all clubs and pupil groups. All clubs and pupil representation groups include all backgrounds, abilities and promote a shared pupil voice.  This will be seen through:  Diversity in groups  Pupil voice |
| **Objective 5** | **Key actions** | **Timeframe** | **Responsible** | **Intended Impact** |
| 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 RAG meetings to monitor progress and support new strategies. | September 2024– July 2025 | SLT, class teachers | Gaps will be closed between pupil groups and pupils achievement is in line with national average or above. Where gaps have been identified, interventions are used effectively to close these.  This will be seen through:  Termly tracking and analysis of data impacts of identification of  achievement of groups.  Pupil progress meetings identify interventions and support where  required.  Monitoring of lessons and books, etc together with pupil voice. |
| **Objective 6** | **Key actions** | **Timeframe** | **Responsible** | **Intended Impact** |
| 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. * Celebrate positive attendance. | September 2024 – July 2025 | Attendance Lead | The attendance of different groups will be in line with national average or above.  Attendance of these children will be good.  This will be seen through:  Increased attendance of pupil groups  Tracking of individual children |
| **Objective 7** | **Key actions** | **Timeframe** | **Responsible** | **Intended Impact** |
| To communicate our commitment to equality and diversity with the wider community e.g. parents, LGC and other groups, to seek their support enhance the | * Communicate our policies and intentions with the LGC and parents. * Include parents in inclusive events. * Share learning with parents through school communications avenues. * Expect high standards from all adults. | September 2024 – July 2025 | SLT, admin | Families are given help needed and are able to thrive due to essential needs being met. |