**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.    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. * As part of the small steps, dream big project, 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 |
| **Objective 2** | **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 | All staff  SENCO |
| **Objective 3** | **Key actions** | **Timeframe** | **Responsible** |
| 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 |
| **Objective 4** | **Key actions** | **Timeframe** | **Responsible** |
| 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. |
| **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 recovery funds to support attainment gaps. * Use RAG meetings to monitor progress and support new strategies. | September 2024– July 2025 | SLT, class teachers |
| **Objective 6** | **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. * Celebrate positive attendance on a weekly basis. | September 2024 – July 2025 | Attendance Lead |
| **Objective 7** | **Key actions** | **Timeframe** | **Responsible** |
| To communicate our commitment to equality and diversity with the wider community e.g. parents, FOGs, 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 |