

The Croft Equality Objectives 2024-2026

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.	<ul style="list-style-type: none"> • Implement PSHE/RSE scheme across the school, including whole school assemblies. • Implementations of RE scheme. • Organise 'Experience ladder' visits to other cultural places. • Mark and education children on different religious celebrations and their significance. • Continue to teach British Values through assemblies and curriculum links. 	On going and will be reviewed July 2026	All Staff
Objective 2	Key actions	Timeframe	Responsible
To ensure that there is proportional representation of diverse groups, for example through literature and images.	<ul style="list-style-type: none"> • 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. 	On going and will be reviewed July 2026	Head Teacher/Teacher
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.	<ul style="list-style-type: none"> • 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. 	On going and will be reviewed July 2026	Head Teacher/Teachers

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.	<ul style="list-style-type: none"> • Encourage different groups to participate in after-school clubs. • Encourage diverse representation on school panels e.g. playleaders, school council, etc. 	On going and will be reviewed July 2026	Head Teachers/SLT/ SENDCO
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.	<ul style="list-style-type: none"> • 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. 	On going and will be reviewed July 2026	Head Teachers/SLT/ SENDCO
Objective 6	Key actions	Timeframe	Responsible

To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act.	<ul style="list-style-type: none"> • Implement PSHE scheme across the school, including whole school assemblies to develop SMSC breadth and understanding, especially around inclusion. • Embedded British Values through 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 well-being. • Implement the school Behaviour Policy around bullying conducted in and outside of school (as per the policy). 	On going and will be reviewed July 2026	Head Teachers/SLT/ SENDCO/ALL STAFF
Objective 8	Key actions	Timeframe	Responsible
To promote the attendance and punctuality of vulnerable groups, with strategies being implemented to support a reduction in persistent absenteeism.	<ul style="list-style-type: none"> • 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. 	On going and will be reviewed July 2026	Head Teachers/SLT/ SENDCO
Objective 9	Key actions	Timeframe	Responsible
To communicate our commitment to equality and diversity with the wider community e.g. parents, PTA, LGC and other groups, to seek their support enhance the	<ul style="list-style-type: none"> • 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. 	On going and will be reviewed July 2026	Head Teachers/SLT/ SENDCO/ALL STAFF

Document Completed by: Mrs E Murphy, Head Teacher
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