

Appendix 4

Equality Objectives 2023-2026

Public Sector Duty	Equality Objective	Actions	Who is responsible	Time Frame	Progress Commentary
<p>Eliminate, discrimination, harassment and victimisation.</p>	<p>Discrimination to be actually recorded, tracked and incidents to continue to be low.</p> <p>To improve knowledge of diversity within the school thereby improving relations and reducing discrimination, harassment and victimisation.</p> <p>Address unconscious bias through training.</p>	<ol style="list-style-type: none"> 1. Develop effective analysis and monitoring of discriminatory behaviour using My concern (racial, homophobic bullying). 2. Ensure that any homophobic or racial incidents are dealt with and recorded. Currently numbers of incidents are low. Ensure that recording of incidents is rigorous and provide training for all staff regarding this. 3. Children who have been victimised to be supported and perpetrators to complete tasks that educate them regarding the impact of their behaviour. 4. Develop and embed LGBTQ+ history month. Celebrate the achievements of key historical LGBTQ+ figures and embed this within the school's history curriculum. 5. Provide yearly training for staff regarding diversity and encourage greater knowledge, tolerance and harmony. 6. Organise diversity workshops for children to encourage greater understanding and tolerance. 7. Develop and embed Black History month work into the curriculum. 8. Ensure diversity is widely advertised to parents and that they are encouraged within 	<p>HoS and Safeguarding lead.</p> <p>All staff</p> <p>SLT</p> <p>SMSC lead and History Lead</p> <p>SMSC Lead</p> <p>SMSC Lead</p> <p>History Lead</p> <p>HoS</p>	<p>Audit application of the new behaviour monitoring system termly.</p> <p>Year basis – Spring term Add to the history curriculum by Summer 23</p> <p>Spring each year</p> <p>Autumn each year</p> <p>Ongoing</p>	

		<p>newsletter to promote respectful behaviour.</p> <p>9. Apply for the Race Charter.</p> <p>10. Become a 'Rights Respecting School'.</p>	HoS	Summer 23 Summer 24	
<p>Advance equality of opportunity between different groups.</p>	<p>To continue to narrow the gap between boys' and girls' attainment in all subjects</p> <p>To adapt the curriculum to ensure that the needs of all pupils are met</p> <p>Raise the attainment of White British children by 10% across the school</p> <p>Create an adapted assessment system to monitor the progress of children with SEND.</p>	<p>1. Continue to analyse the performance of boys v girls each term and take action to address this using a range of targeted interventions. (Take into account children with SEND as currently a higher proportion of those on the SEND register are boys.)</p> <p>2. Regularly audit the curriculum considering boy v girl interest level and attainment.</p> <p>3. Conduct a pupil voice survey encouraging boys and girls to reflect and evaluate the curriculum.</p> <p>4. Take action in terms of reading topics and English units taught and adapt the curriculum overview in response to this.</p> <p>5. Continue to analyse progress data and target appropriate interventions to raise attainment.</p> <p>1. Embed the use of 'branch maps' for children with SEND needs who are not yet working within the national curriculum.</p> <p>2. Explore B squared maps and NTS data to create an accurate</p>	<p>SLT</p> <p>All leaders</p> <p>HoS</p> <p>English Lead</p> <p>SLT/HoS</p> <p>SENDCO</p> <p>SENDCO/HoS</p>	<p>Ongoing</p> <p>Yearly</p> <p>Yearly by summer term</p> <p>Ongoing review</p>	

		<p>assessment and tracking of children with SEND.</p> <p>3. Monitor the progress of identified pupils (SEND and PP) during Pupil Progress meetings and action intervention and strategies to support.</p>	SLT		
Foster good relations between different groups.	Continue to develop parent communication and engagement with the school. Ensure that the opinions of all protected groups are captured	<p>1) Arrange workshops covering relevant aspects which affect parents and their children e.g. reading, phonics, SEND, Behaviour etc</p> <p>2) Within pupil voice activities provide an option to include ethnicity to enable the school to consider if the voice of all groups is being captured and whether further action is required to ensure that all groups are engaged.</p> <p>3) Encourage respect and tolerance by relaunching through events such as international Day.</p> <p>4) Amend staff data so that it includes religion to enable leaders to ensure that all protected groups opinions are captured within staff meetings.</p>	<p>SLT</p> <p>HoS</p> <p>HoS/Spanish Lead</p>	<p>Ongoing</p> <p>2 x per year</p> <p>Spring and Summer</p> <p>Summer 24</p>	

Accessibility Plan 2023-2026

Accessibility Area	Access Objective	Actions	Who is responsible	Time Frame	Progress Commentary
Improve access to the physical environment	Improve the physical environment for people with mobility difficulties.	<ol style="list-style-type: none"> 1) Ensure that the new disabled parking bay is accessible once the building works are completed and that access to the building is well lit and signage is clear. 2) Provide ear defenders as barriers to noise where this may be required for children with needs. 3) Ensure Peace club is reinstated and can continue to run effectively at lunch times. 	EH/HoS SENDCO Learning Mentors	Summer 23 Ongoing Spring 23	
Improve access to the curriculum	<p>Increase access for those with disabilities to a range of sporting activities and to Forest School.</p> <p>Structured and specialised support for children with sensory processing needs.</p> <p>Provide access to appropriate mental health interventions.</p>	<ol style="list-style-type: none"> 1) SENDCO to complete Forest School level 3 practitioner training. EHC plan support staff to complete Level 2 training. 2) SENDCO to organise EHC plan children to have access to Forest school timetabling blocks of intervention. Ensure that progress within this is tracked using Leuven indicators. 3) Improve sensory provision for those pupils who have sensory processing difficulties. Ensure 3 members of staff have training related to Sensory Processing needs so that they can do an audit of needs and set up appropriate sensory circuits to aid access to the curriculum. 4) PE Coach to have training to support children with SEND needs. Organise weekly sessions to support these children with appropriate activities. 5) Apply for charitable funding to enable yoga to continue for target children with ACES. 	SENDCO/HoS to organise SENDCO SENDCO PE Lead and HoS HoS	Complete by Summer 24 By spring 24 at the latest Summer 23 Summer 23 ongoing	

Improve access to information	Improve access to information for parents	1) Ensure information for parents is user friendly and available in different formats. E.g. face to face workshop, recordings on the website. PPT that can be translated into different languages.	All SLT/Website designer.	Ongoing	
		2) Provide subject leader information in podcast form to increase subject access.	All leaders/ website designer	Summer 23	
		3) Signpost parents to appropriate support groups, networks or support services. E.g Early help service.	All leaders	Ongoing	
		4) Organise Early Help meetings for parents in school to support engagement with services early.	HoS to organise	Spring Term 23/24	

Key: Green= achieved Brown =partially worked on Red= not started