

**EQUALITY OBJECTIVES ACTION PLAN**

**Date: 27.10.21**

Following our audit of equalities in the school, the governing body has agreed the following Equality Objectives:

	<b>Equality Objective</b>	<b>Success Criteria</b> <b>How we will know we are making progress</b>	<b>Actions required to achieve objective</b>	<b>Aims of the Equality Duty</b>  <b>(Underline the aim that applies)</b>	<b>Protected Characteristics</b>  <i>(Race, disability, gender, religion or belief, sexual orientation, age, marriage or civil partnership, pregnancy and maternity, gender reassignment)</i>  <b>(Include all groups to which it applies)</b>

<p>1.</p>	<p>To provide an environment that welcomes, protects and respects diversity ensuring Padbury CE School is inclusive to all children regardless of ethnic group.</p>	<p><b>Within 12 months</b></p> <p>Books being used and talked about through pupil voice.</p> <p>All children feel welcome and part of Padbury family.</p> <p><b>Within 2 years</b></p> <p>Children able to give examples where discrimination could take place and discuss why it needs eradicating.</p> <p><b>After 4 years</b></p> <p>Children show everyone is welcome and children can give examples of how to live so that discrimination is eradicated in all its forms.</p>	<ul style="list-style-type: none"> <li>• Review and purchase of books to enhance the PSHE curriculum and allow wider variety of books to be available for teachers and children.</li> <li>• To actively challenge pupils thinking through the use of Challenging Prejudice questions termly throughout the school.</li> </ul>	<p><u>Eliminate unlawful discrimination</u></p> <p><u>Advance equality of opportunity</u></p> <p><u>Foster good relations</u></p>	<p>Race</p> <p>Religion or belief</p> <p>Marriage and civil partnership</p>
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<p><b>2.</b></p>	<p>Ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum and enrichment activities.</p>	<p><b>Within 12 months</b></p> <p>Training needs identified for all groups- reading/phonics/SEN needs</p> <p><b>Within 2 years</b></p> <p>Training attended is seen in action in supporting all learners effectively.</p> <p><b>After 4 years</b></p> <p>School is accessible to all learners as needed with community of school.</p>	<ul style="list-style-type: none"> <li>• Teachers and support staff attend training relating to the needs of individuals or groups of children as appropriate.</li> <li>• Teachers prepare Individual Education Plans where necessary and share regularly with parents.</li> <li>• Extra tuition is provided where appropriate.</li> <li>• Transition arrangements for children with disabilities, medical needs and/or learning disabilities are carefully managed with support from outside agencies where appropriate.</li> </ul>	<p><u>Eliminate unlawful discrimination</u></p> <p><u>Advance equality of opportunity</u></p> <p><u>Foster good relations</u></p>	<p>Disability inc SEN</p> <p>Gender</p> <p>Sexual orientation</p>
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<p>3.</p>	<p>To diminish the differences between boys and girls attainment, in reading, writing and mathematics by the end of KS2.</p>	<p><b>Within 12 months</b></p> <p>Know the trends overtime.</p> <p>Review the planning opportunities</p> <p>Track pupil progress</p> <p><b>Within 2 years</b></p> <p>See a change in outcomes-gender difference diminished.</p> <p><b>After 4 years</b></p> <p>Continue to be diminished overtime.</p>	<ul style="list-style-type: none"> <li>• Analyse data overtime to understand the gaps between gender in different subjects.</li> <li>• Review planning for writing to ensure it inspires boys to write.</li> <li>• Half termly progress meetings to review progress for all children</li> <li>• Use of pupil voice to ascertain opinions of reading, writing, maths in both girls and boys.</li> </ul>	<p>Eliminate unlawful discrimination</p> <p><u>Advance equality of opportunity</u></p> <p>Foster good relations</p>	<p>Gender</p>
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<p><b>4</b></p>	<p>To promote role models and heroes that young people positively identify with, who reflect and broaden the school's increasing diversity in terms of race, gender and disability.</p>	<p><b>Within 12 months</b></p> <p>Visitors to school x 2.</p> <p>Collective worship contains 6x individual stores of role models and heroes</p> <p><b>Within 2 years</b></p> <p>Wider variety of visitors for children to talk about.</p> <p>Focus-specific diverse need matched to needs of school at the time.</p> <p><b>After 4 years</b></p> <p>Each area of diversity covered with people described in CW and visitors to schools, English/PSHE lessons.</p>	<ul style="list-style-type: none"> <li>• Collective Worship introduce and explain key figures of importance throughout year relating to school values.</li> <li>• Sportsmen/women visit the school through use of sport premium to inspire/engage and promote positive role models and careers.</li> <li>• Books purchased for classrooms to use and talk about people today and in history who have made a difference in tackling diversity issues.</li> <li>• English units planned through the school identify key people where diversity has been an issue (Harvey Milk/Black and British: a history.)</li> </ul>	<p><u>Eliminate unlawful discrimination</u></p> <p><u>Advance equality of opportunity</u></p> <p>Foster good relations</p>	<p>Race</p> <p>Gender</p> <p>Disability</p>
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5	<p>To increase pupil awareness and understanding of how different communities live locally, nationally and worldwide.</p>	<p><b>Within 12 months</b></p> <p>Through pupil voice children able to talk about different communities-what makes them same/different and what we can do to help others.</p> <p>Relations with Friendship group re-established in village.</p> <p><b>Within 2 years</b></p> <p>Children aware of communities within UK and Iceland through inter school links.</p> <p><b>After 4 years</b></p> <p>Pupils secure in knowledge of different communities and how they live. The curriculum reflects opportunities for children to find out about a range of different communities.</p>	<ul style="list-style-type: none"> <li>• Sharing books available in school to highlight diversity of family groupings, homelessness, feelings, understanding different community groups.</li> <li>• Charity fund raising for the Quicken Trust children understand more about life in Uganda.</li> <li>• Links with schools in other countries-Iceland through past pupils sharing information.</li> <li>• Visitors to school-refugees/the Bridgebuilder Trust assemblies.</li> <li>• UK Charity fundraising-Children in need/Comic Relief</li> </ul>	<p>Eliminate unlawful discrimination</p> <p><u>Advance equality of opportunity</u></p> <p>Foster good relations</p>	<p>Race</p> <p>Disability</p> <p>Gender</p> <p>religion or belief</p>
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<p><b>6</b></p>	<p>To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity</p>	<p><b>Within 12 months</b></p> <p>Parental engagement remains high. Hard to reach parents involved in school life.</p> <p>All understand term equity not equality in real terms.</p> <p><b>Within 2 years</b></p> <p>Parents still satisfied and fully involved in life of the school.</p> <p><b>After 4 years</b></p> <p>Maintained for all parents.</p>	<ul style="list-style-type: none"> <li>• Good interagency links are maintained by the school.</li> <li>• Very supportive relationships with parents of children with additional needs</li> <li>• Children with additional physical, medical and emotional needs are supported appropriately in school (and outside e.g. home school link, Tapestry)</li> <li>•</li> </ul>	<p>Eliminate unlawful discrimination</p> <p><u>Advance equality of opportunity</u></p> <p>Foster good relations</p>	
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