

Date: 27.10.21- EQUALITY OBJECTIVES ACTIONPLAN

Reviewed December 2022 **Green**=achieved

Black=work in progress

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

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

<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>Within 12 months</p> <p>Books being used and talked about through pupil voice.</p> <p>All children feel welcome and part of Padbury family.</p> <p>Within 2 years</p> <p>Children able to give examples where discrimination could take place and discuss why it needs eradicating.</p> <p>After 4 years</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"> • Review and purchase of books to enhance the PSHE curriculum and allow wider variety of books to be available for teachers and children. • To actively challenge pupils thinking through the use of Challenging Prejudice questions termly throughout the school. 	<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>2.</p>	<p>Ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum and enrichment activities.</p>	<p>Within 12 months</p> <p>Training needs identified for all groups- reading/phonics/SEN needs</p> <p>Completed 2021/22- Phonics/Autism/Trust training</p> <p>Within 2 years</p> <p>Training attended is seen in action in supporting all learners effectively.</p> <p>Phonics secure</p> <p>Planning adapted to meet needs of learners with Autism</p> <p>After 4 years</p> <p>School is accessible to all learners as needed with community of school.</p>	<ul style="list-style-type: none"> • Teachers and support staff attend training relating to the needs of individuals or groups of children as appropriate. • Teachers prepare Individual Education Plans where necessary and share regularly with parents. • Extra tuition is provided where appropriate. • Transition arrangements for children with disabilities, medical needs and/or learning disabilities are carefully managed with support from outside agencies where appropriate. 	<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>Within 12 months</p> <p>Know the trends overtime.</p> <p>Review the planning opportunities</p> <p>Track pupil progress</p> <p>Within 2 years</p> <p>See a change in outcomes-gender difference diminished.</p> <p>After 4 years</p> <p>Continue to be diminished overtime.</p>	<ul style="list-style-type: none"> Analyse data overtime to understand the gaps between gender in different subjects. Review planning for writing to ensure it inspires boys to write. Half termly progress meetings to review progress for all children Use of pupil voice to ascertain opinions of reading, writing, maths in both girls and boys. 	<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>4</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>Within 12 months</p> <p>Visitors to school x 2.</p> <p>Collective worship contains 6x individual stories of role models and heroes</p> <p>Within 2 years</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>After 4 years</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"> • Collective Worship introduce and explain key figures of importance throughout year relating to school values. • Sportsmen/women visit the school through use of sport premium to inspire/engage and promote positive role models and careers. • Books purchased for classrooms to use and talk about people today and in history who have made a difference in tackling diversity issues. • English units planned through the school identify key people where diversity has been an issue (Harvey Milk/Black and British: a history.) 	<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>Within 12 months</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>Within 2 years</p> <p>Children aware of communities within UK and Iceland through inter school links.</p> <p>After 4 years</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"> • Sharing books available in school to highlight diversity of family groupings, homelessness, feelings, understanding different community groups. • Charity fund raising for the Quicken Trust children understand more about life in Uganda. • Links with schools in other countries-Iceland through past pupils sharing information. • Visitors to school-refugees/the Bridgebuilder Trust assemblies. • UK Charity fundraising-Children in need/Comic Relief 	<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>6</p>	<p>To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity</p>	<p>Within 12 months</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>Within 2 years</p> <p>Parents still satisfied and fully involved in life of the school.</p> <p>After 4 years</p> <p>Maintained for all parents.</p>	<ul style="list-style-type: none"> • Good interagency links are maintained by the school. • Very supportive relationships with parents of children with additional needs • Children with additional physical, medical and emotional needs are supported appropriately in school (and outside e.g. home school link, Tapestry) • 	<p>Eliminate unlawful discrimination</p> <p><u>Advance equality of opportunity</u></p> <p>Foster good relations</p>	
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