

## Equalities Action Plan 21-23

<u>Objectives</u>	<u>Actions</u>	<u>Progress - To be reviewed annually until July 2023</u>
<p><u>Objective 1</u> By 2023, the attendance for disadvantaged children will be closer in line with the attendance for non-disadvantaged children and/or the national average for attendance.</p>	<ul style="list-style-type: none"> <li>● Amend school procedures regarding attendance, leading to a greater number of fixed penalty notices to act as a deterrent for poor attendance.</li> <li>● Work closely with the local attendance authority officer to target those parents/carers whose child/ren's attendance is poor without good reason.</li> <li>● Organise whole-school activities at the start of each half term as a motivational factor in returning to school on time.</li> <li>● Providing a designated pastoral lead to support families to improve persistence absence.</li> </ul>	<ul style="list-style-type: none"> <li>● New attendance policy ratified.</li> <li>● New incentives introduced to encourage attendance and punctuality, including changes to the school morning to encourage punctuality.</li> <li>● Child and Family Support Worker appointed across the federation - focused solely on improving attendance.</li> <li>● SLT and pastoral attendance team operating effectively.</li> <li>● 21-22 saw small reduction in persistent absence - progress towards targets for 22-23.</li> </ul>
<p><u>Objective 2</u> Increase the representation of staff from black and minority ethnic communities to reflect our local communities more fully over a 4-year period (from September 2021 to September 2023), so that this group increases as a percentage of the teaching workforce.</p>	<ul style="list-style-type: none"> <li>● Actively review and audit HR practices to recruit, develop and retain teachers and support staff from black and minority ethnic communities, including consideration for where adverts are placed and communication of the school's anti-racist agenda within job adverts.</li> <li>● Ensure any selection panels are aware of, and take account, of the school's aims regarding equality and diversity.</li> <li>● Ensure that the governing body actively seeks to increase diversity amongst its members.</li> </ul>	<ul style="list-style-type: none"> <li>● Inclusion of commitment to anti-racism and equality clearly signposted in all recruitment processes - increase in support staff recruitment and retention, however remains a real focus for teaching staff and leadership team recruitment.</li> <li>● Increase in representation on governing body due to recruitment drive ( increased through federation).</li> </ul>

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	<ul style="list-style-type: none"> <li>● Develop explicit teaching and learning of anti-racism through the PSHE curriculum and review representation in the wider curriculum.</li> <li>● Ensure a member of SLT enrolls on safer recruitment training each year to ensure a good understanding of the legal requirements.</li> <li>● Undertake an analysis of recruitment data and trends with regard to race, gender, sex and disability.</li> <li>● Report on this to the governing board.</li> </ul>	<ul style="list-style-type: none"> <li>● Members of SLT enrol on safer recruitment training each year to ensure a good understanding of the legal requirements.</li> <li>● School improvement priority over 3 years.</li> <li>● Implemented anti -racist policy and document focusing on talking about race- positive feedback from staff and ECTs.</li> <li>● Anti-racism parent working group set up with federation partner school - influencing policy and curriculum.</li> </ul>
<p><u>Objective 3</u> To close gaps in attainment and achievement between students and targeted groups of students; especially boys and girls, students eligible for free-school meals, looked after children and students from different heritage groups of a statistically significant size.</p>	<ul style="list-style-type: none"> <li>● Use summative assessments to quickly identify those at risk of not meeting the expected standard in one or more subjects.</li> <li>● Put in place support additional to first quality teaching (e.g. one-to-one tuition, small group booster etc.).</li> <li>● Where appropriate, work with outside agencies to achieve the best progress for our children.</li> <li>● Monitor engagement of uptake at any extra-curricular activities or enrichment provision to ensure these opportunities are accessible to all.</li> </ul>	<ul style="list-style-type: none"> <li>● Tuition offer embedded into KS2 using NTP (National Tutoring Programme) - focusing on children from disadvantaged backgrounds.</li> <li>● Increased offer of extra-curricular activities for all children, children accessing different clubs across the federation. Sports coaches offering fitness clubs, with an uptake of girls in football and basketball provision.</li> <li>● Progress on ensuring diversity in the curriculum and promoting gender balance, supported by STEAM careers enrichment.</li> <li>● 2022 Progress of disadvantaged pupils at KS2 is inline with national but is below all other pupils.</li> <li>● 2022 Progress of girls and boys in reading and writing is inline with national with minimal gaps but there remains a significant gap in mathematics with boys making higher than average progress and girls making progress inline with national.</li> <li>● 2022 gaps are reduced between different ethnic groups however non disadvantaged , white british pupils make well above expected progress</li> </ul>

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<p><u>Objective 4</u> Ensure that the school promotes role models and heroes within the curriculum that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability.</p>	<ul style="list-style-type: none"> <li>● Consider opportunities to promote diversity through elevation in all aspects of the curriculum, e.g. resourcing, study of historical figures, localities and significant members of communities etc.</li> <li>● Continue to build a shared understanding of this work with parents/carers so they can support this at home and through the anti-racist hub</li> <li>● Promote engagement of visiting speakers to school to broaden children's perceptions of equality and diversity.</li> <li>● Ensure the school calendar and displays reflect opportunities to reflect and remember the importance of diversity.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development with The Black Curriculum focused work on decolonisation of curriculum.</li> <li>● Middle leader priority across subjects. Professional development for all staff.</li> <li>● School improvement priority over 3 years..</li> <li>● Implemented anti -racist policy and document focusing on talking about race- positive feedback from staff and ECTs.</li> <li>● Anti-racism parent working group set up with federation partner school - influencing policy and curriculum.</li> <li>● Black History Season carefully planned and delivered in the Autumn term. Core texts audited and reviewed to include diverse authors and stories.</li> <li>● Explicit teaching and learning of anti-racism through the PSHE curriculum - reduced number of racist incidents.</li> </ul>
<p><u>Objective 5</u> To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.</p>	<ul style="list-style-type: none"> <li>● Raise awareness of aims and objectives of the policy by sharing with staff and the wider community.</li> <li>● Provide further staff training in all aspects of equality &amp; diversity to support staff understanding and awareness.</li> <li>● Introduce all aspects of statutory RHE into the PSHE curriculum and continue to build a shared understanding of this work with parents/carers so they can support this at home.</li> </ul>	<ul style="list-style-type: none"> <li>● All aspects of statutory RHE are embedded into the PSHE curriculum.</li> <li>● Continuing work to build a shared understanding of this work with parents/carers so they can support this at home.</li> <li>● Transition to RE living difference curriculum. This is now taught throughout the school.</li> <li>● Key religious festivals for all religions recognised and explicitly taught.</li> <li>● Parents and families sharing their religious beliefs and practices.</li> <li>● Incidents of a racist, sexist and homophobic nature are logged stringently with staff adopting a zero tolerance approach to any incidents of this nature, of any severity.</li> <li>● Sacre Determination updated in 2022.</li> <li>● Equality and diversity training and anti-racist policy provided for all staff</li> </ul>