

## Equality Objectives 2022 - 2026

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing it?	What are the time frames?	Early success indicators
All	Publish and promote Equality through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Head Teacher/ SLT	Immediately after it has been agreed by the governing body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Plan.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by race, gender and disability	Head Teacher/ SLT/ Governing Body	Annually in September Tracking groups on a termly basis	Analysis of teachers assessments/annual data demonstrates that the gap is narrowing for equality groups
Not a protected characteristic	To narrow the gap for FSM children in English and Maths	Achievement data	Head Teacher/ SLT	Annually in September Tracking groups on a termly basis	Accelerated progress, gap narrowing
All	To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities with particular reference to issues of equality and diversity	Planning scrutiny, observations, cultural days, assemblies, experiences for children to develop SMSC	Head Teacher/ SLT/ All staff/ Governing Body	Ongoing	Confidence of children to talk about experiences and beliefs
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	Increase in pupil participation, confidence and positive identity – monitor through PSHE	SLT	Ongoing	More diversity reflected in school displays across the school classes and corridors

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Race Equality duty	Identify, respond and report racist incidents as outlined in the plan. Report the figures to the governing body/LA on a termly basis	Head teacher/governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified	Head Teacher/Governing Body	Reporting December, April, July	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the governing body.
Gender	Develop the curriculum to encourage the full participation of both boys and girls	Through lesson observations, planning, book scrutiny, pupil conferences, learning walks	Head teacher/Governing Body/Teaching Staff	Ongoing	Increased level of engagement and enjoyment identified through monitoring
Disability Equality duty	To tackle prejudice and promote understanding in relation to people with disabilities	Improved ability by pupils and staff to handle difficult situations and a reduction in classroom disruption	SENDCo Behaviour Support Team Outside Agencies	Ongoing	Increased awareness of appropriate responses to people with disabilities