

## Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Suspensions/ exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. School Council, Prefects, Agents of Change

Following our analysis, we have developed five Equality Objectives in order to meet the following requirements of the Equality Act:

- Eliminate Unlawful Discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance Equality of Opportunity, between persons who share a relevant protected characteristic and persons who do not share it
- Foster Good Relations between persons who share a relevant protected characteristic and persons who do not share it

## Objective I : Attendance

<b>Equality Objective</b>	<b>To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.</b>
<b>Why</b>	Pre-Covid whole school attendance had reached nearly 97%.Post Covid whole school attendance has fallen significantly, on some days below 90%, which if allowed to continue will impact on pupil's ability to make progress.
<b>How</b>	<p>The deployment of our school Attendance Officer and Family Support Worker promotes positive relationships with parents and carers with the school community.</p> <p>Weekly attendance monitoring, concern letters (traffic light system) and if necessary referral to LIT team and/or fines. The use of positive rewards in school gives recognition to pupils with good attendance.</p>
<b>Outcome</b>	Whole School Attendance to reaches the school target of 96%+

## Objective 2 : Attainment

<b>Equality Objective</b>	<b>To close the gap between disadvantaged pupils and non-disadvantaged pupils in reading</b>
<b>Why</b>	The gap between disadvantaged and non-disadvantaged pupils in reading is significant, approximately 20%.
<b>How</b>	<p>A whole school focus on reading is prioritised to ensure the best outcomes in all areas of learning through:</p> <ul style="list-style-type: none"><li>• Introduction and embedding of new synthetic phonics programme 'Little Wandle'</li><li>• CPD on improving the reading culture of the whole school</li><li>• Working with parents to raise the profile of reading in the school community (workshops, information in newsletters, opportunities to share books in school with their children – World Book Day, share a book and bagel, open library sessions etc)</li><li>• Provision of high quality age-appropriate books in classrooms for pupils to access in school and for home use to enhance our 'Reading for Pleasure' agenda, thus ensuring the all pupils, regardless of background or circumstance have access to these</li><li>• Adults reading daily with identified children, particularly lowest 20% readers</li></ul>
<b>Outcome</b>	The gap in performance will be narrowed with the majority of our pupils achieving ARE in reading by the end of Key Stage 2, thus giving our disadvantaged children the best chance of academic success at secondary school.

### Objective 3 : Understanding and Valuing Diversity

<b>Equality Objective</b>	<b>To increase understanding of equality, diversity and inclusion by the whole school community including leadership, governors, staff, pupils and parents.</b>
<b>Why</b>	The school's SEND population is changing with an increasing proportion of pupils now demonstrating needs relating to communication and interaction or social, emotional and mental health. 25% of our school population are on the SEND register. There is a need to educate the school community thereby developing greater understanding, tolerance and empathy in relation to the need of neurodiverse pupils.
<b>How</b>	<p>CPD for all class teachers and LSAs to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils. This will be linked to the outcomes from the SPP Review Day.</p> <p>Sharply focused SEMH interventions (ELSA, Lego Therapy, Playtherapy) are used to support individuals' specific areas of need in relation to the above areas. The aim of the interventions is to support pupils to better understand themselves in order for them to develop strategies to enable them to engage successfully and happily in school and the wider community.</p> <p>Leadership and staff to explore the 'No Outsiders' Andrew Moffatt programme and to attend local INSET led by Andrew. Andrew to visit the school to work alongside staff and to run PDM in the autumn term.</p> <p>Parents are kept informed about the children's learning in relation to Jigsaw, Six Strands and our school values via the school newsletter, the website, displays and parents' evenings.</p>
<b>Outcome</b>	<p>Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs.</p> <p>The whole school community, including staff, pupils and parents show respect and understanding to others.</p>

## Objective 4 : Prejudice

<b>Equality Objective</b>	<b>To educate pupils in relation to their understanding of prejudice and inequality in all its forms.</b>
<b>Why</b>	There have been some incidents in school involving the use of prejudicial language linked predominantly to the protected characteristics of race and sexuality.
<b>How</b>	<p>Carefully planned PSHE/RSE and Religious Education curriculums as well as Collective Worship to deepen our pupils' understanding of differences within our community and teach them to value and accept these.</p> <p>The school values, Love, Courage and Respect, promote a shared understanding of the importance of positive relationships in all aspects of school life and the wider communities to which children belong.</p> <p>Leadership and staff to explore the 'No Outsiders' Andrew Moffatt programme and to attend local INSET led by Andrew. Andrew to visit the school to work alongside staff and to run PDM in the autumn term.</p>
<b>Outcome</b>	To eradicate incidents of prejudicial behaviour - this will be shown through a reduced number of incidents logged in the school's reporting system.

## Objective 5: Race and Religion

<b>Equality Objective</b>	<b>To use the curriculum and Collective Worship to find out about different religions and cultures and to accept diversity</b>
<b>Why</b>	Our data indicates that the composition of the school population is predominantly White, British, Christian with minority representation in other ethnic and religious groups.
<b>How</b>	<p>In order to address cultural diversity we will continue to deliver a PSHE/RSE programme which explores and values cultural difference. This, alongside a robust R.E. curriculum and Collective Worship programme, which incorporates the use of both visitors and visits to different place of worship, as part of our school curriculum activities, will develop a deep understanding of other cultures.</p> <p>The curriculum will be the vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship, democracy and traditional folk heritage. We actively aim to instil inspiration and ambition in our pupils by exposing them to a wide range of cultural experiences including visits, visitors and wider opportunities.</p>
<b>Outcome</b>	<p>Pupils will progressively develop their understanding of, and empathy for, people from different regions, races and religions and cultures.</p> <p>The curriculum (through a range of learning opportunities) will provide a clear structure for promoting and championing the importance of racial equality.</p>

### Evaluating Impact

We will engage with our school community to ensure the objectives identified are the most appropriate given the needs of the school at the current time. The Governing Body will monitor progress on all the Equality Objectives alongside the School Improvement Plan.