

Equality objectives statement action plan (November 2023)

Identified concern:	The most recent staff survey, focusing on identifying and tackling prejudice, identified a lack of confidence amongst all staff groups when recognising and responding to prejudice-based bullying.
Objective:	By July 2024, 90% of staff will feel confident responding to incidents of prejudice - based bullying. The recording, reporting and action by staff following incidents of discriminatory language and behaviour, including bullying, will be consistent.
Aim:	To create a whole school culture where prejudice incidents are quickly identified and robustly challenged.
Action:	<p>Review the anti-bullying and behaviour policy.</p> <p>Ensure a clear written procedure, that is accessible to all, is in place for dealing with prejudice related incidents. This will be cross-referenced with/attached to:</p> <ul style="list-style-type: none"> • The behaviour policy • The anti-bullying policy • The equality policy <p>The recording system for PRI in CPOMS will be updated to ensure any incidents (not just bullying), involving the protected characteristics, can be accurately recorded. This will also allow for data analysis.</p> <p>Whole staff training on identifying prejudice- based bullying delivered by Equaliteach.</p> <p>Ongoing staff training, alongside safeguarding training, including at induction.</p>
Responsibility:	<p>Deputy Head to update policies and cascade good practice resulting from Equaliteach training.</p> <p>All staff to engage with ongoing training and take responsibility for reading and following whole school policies and procedures.</p>

<p>Timescales:</p>	<p>Policies updated by end of term 2.</p> <p>Incident procedures shared with stake holders by end of term 2.</p> <p>Agents for Change event for pupils – November 2023</p> <p>CPOMS updated to record incidents as well as bullying by start of term 2.</p> <p>Equally Safe training session to run in February 2024.</p> <p>Survey to take place in June 2024.</p>
<p>Success criteria:</p>	<p>Staff will be able to articulate the school procedures for dealing with any incident of prejudice.</p> <p>All staff will be able to articulate possible appropriate responses to incidents, using scripts as support where necessary.</p> <p>All incidents will be dealt with appropriately and consistently.</p> <p>Staff survey will show 90% of staff answer 'very confident' or 'confident' to the question, 'How confident do you feel recognising and/or responding to prejudice based bullying?'</p>

Identified concern:	Pupil survey showed that, on average, 30% of pupils feel they have experienced unkind or unfair comments related to their gender.
Objective:	For at least 90% of pupils to feel they are not stereotyped by other pupils or people because of their gender.
Aim:	For all pupils to feel they are given equal opportunity in any areas of interest and for the school to facilitate this safe, inclusive learning environment.
Action:	<p>Ensure positive role models that challenge gender stereotypes are evident in all areas of the curriculum, for example, significant figures studied, literature read, reading books available, visitors attending school to lead assemblies, etc.</p> <p>Teach gender equality and gender discrimination/bullying explicitly through the school PSHE curriculum, Jigsaw 'Celebrating Difference'</p> <p>Work with a team of pupils following the Agents for Change event to actively challenge gender stereotyping.</p>
Responsibility:	All staff, led by Deputy Head of School
Timescales:	<p>Celebrating difference lessons to be completed by end of term 2.</p> <p>Audit of curriculum resources to be completed by term 3.</p> <p>Agents for Change event for pupils – November 2023</p>
Success criteria:	For over 90% of pupils to answer 'rarely' or 'never' when asked the following questions: 'Do people ever say that hobbies or interests are "not for girls" or "not for boys"?' Or 'Have you experienced people making fun or being nasty to you because you like or do things which are seen as for boys when you are a girl or for girls when you are a boy?'

Identified concern:	Data analysis and pupil progress meetings show that progress and attainment is lower, particularly in KS2, for pupils in receipt of pupil premium, those with SEN and boys (in reading).
Objective:	To actively close gaps in attainment and achievement between students and all groups of students; especially boys, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
Aim:	To advance equality of opportunity between those who share a protected characteristic and those who do not.
Action:	<p>Pupil progress meetings and assessment analysis to be used effectively by staff to identify pupils vulnerable to under achievement and plan steps to address this.</p> <p>HLTA used to support 1:1 reading, comprehension and phonics intervention sessions for children in receipt of PPG.</p> <p>Further training for all staff on providing high quality, targeted interventions.</p>
Responsibility:	Deputy Head along with leadership team and SENDCo. All teaching staff.
Timescales:	<p>Pupil progress meetings to be completed by end of term 2 with vulnerable learners identified.</p> <p>Interventions in place where required and noted on class provision map, updated by end of term 2.</p> <p>Staff training planned by end of term 2.</p>
Success criteria:	Attainment data will show at least 75% of pupils from vulnerable groups will achieve the expected standard or above in summer 2024 and this will increase year on year.