



# Equalities Objectives

September 2022- September 2023

**Equalities Co-ordinator - Rosie Holdaway**

The term 'vulnerable learner' is used throughout this document to include PPG/EAL/LAC/post LAC/GAP project pupils. A separate policy is available for our SEN children.

<b>TARGET 1 – Ensure curriculum reflects the realities of our community.</b>					
<b>Key Tasks/Actions</b>		<b>Who?</b>	<b>When?</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Feedback to all staff key points from Racial Justice Course	RH SC	Autumn Spring	<ul style="list-style-type: none"> <li>All staff aware of key points, where to find resources</li> <li>All staff aware of next steps for equalities and RJ</li> </ul>	Staff meeting
1.2	Support with the roll out of a de-colonialised curriculum	RH SC SLT/ MLT	Spring	<ul style="list-style-type: none"> <li>Staff confident in using resources and delivering an equalities based curriculum CPD</li> <li>Curriculum coverage is diverse (look at curriculum maps)</li> <li></li> </ul>	Staff meeting
1.3	The wider curriculum planned to include diverse role models -whole school BHM -liaise with Science and Foundation subject co-ordinators -circulate and organise resources -undertake pupil voice -analysis of pupil voice shared with MLT and next steps agreed -planning scrutiny undertaken and feedback shared	Class teachers  RH/SC	October	<ul style="list-style-type: none"> <li>All chn celebrate black role models in history/present day</li> <li>A variety of Reflecting realities texts available in each classroom</li> <li>Actions form pupil voice implemented</li> <li>Foundation subject planning shows resources and a focus on diversity</li> </ul>	
1.4	Equalities timeline displayed in school	SC RH SLT	Septem ber  Jan	<ul style="list-style-type: none"> <li>Resources for chn to use to see main events in history</li> <li>Promotes and celebrates RR/positive equality ethos</li> </ul>	Cost of timeline  Kathryn Kasap

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<b>TARGET 2 – Ensure support available for vulnerable children to acquire basic skills in English and mathematics (GAP project)</b>					
<b>Key Tasks/Actions</b>		<b>Who?</b>	<b>When?</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Attendance officer/Deputy head to analyse attendance data for vulnerable children -contact made with families causing concern -support from EWO sought if needed	NG AM AA	Oct/Dec  Feb/Mar  May/Jun	<ul style="list-style-type: none"> <li>Data shared and any patterns identified</li> <li>Support arranged to ensure good rates of attendance and punctuality for vulnerable children.</li> <li>Leading to good rates of progress</li> </ul>	
1.2	Staff supported in organising provision for vulnerable learners Examples include <ul style="list-style-type: none"> <li>Setting up and monitoring progress of booster groups</li> <li>Setting up and monitoring progress of pre-teach and scoop groups</li> <li>Organising extra reading time with an adult for vulnerable learners</li> <li>Training for staff as needed in planning for and delivering intervention groups</li> <li>Training for volunteers in supporting reading</li> </ul>	AA MLT	Oct January April	<ul style="list-style-type: none"> <li>Provision maps for vulnerable learners created and monitored regularly</li> <li>Children attending intervention groups make accelerated progress</li> <li>Volunteers confident to support progress of reading in school</li> </ul>	
Review					

<b>TARGET 3 – To ensure equality of opportunity within school for all children and families</b>					
<b>Key Tasks/Actions</b>		<b>Who?</b>	<b>When?</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Analysis of progress data of groups of children, including vulnerable groups and identify any	SLT MLT	Nov March	<ul style="list-style-type: none"> <li>Analysis identifies trends and appropriate action taken</li> </ul>	

	patterns or trends.		May		
1.2	<p>Start parent 'working party' with a focus around inclusion and curriculum:</p> <ul style="list-style-type: none"> <li>• How is inclusion shown in our school community and how can we make it even better?</li> <li>• How representative is our curriculum of both the wider world and our immediate school environment?</li> </ul>	RH SC SLT	Nov  Jan  April	<ul style="list-style-type: none"> <li>• Feedback from families</li> <li>• Ensure we are reflecting of the our communities</li> <li>• Positive relationship with parents and communities</li> </ul>	
1.3	<p>Scrutinise and develop the main policies in response to the teachings on the Racial Justice course</p> <p>Write</p> <ul style="list-style-type: none"> <li>• Racial justice policy</li> </ul> <p>Develop</p> <ul style="list-style-type: none"> <li>• Bi-lingual</li> <li>• Anti-bullying</li> <li>• Equality objectives and Equality information</li> </ul>	RH SC AM SLT  (RJ working party)	Spring Summer	<ul style="list-style-type: none"> <li>• Strong robust policies</li> <li>• Policies reflective of GA ethos approach to equality and racial justice.</li> <li>• Polices moderated with other schools that also attended RJ course.</li> </ul>	
1.4	Class teacher leading interventions, such as scoop groups and pre-teach groups for PPG children with below expected attainment.		AA MLT	<ul style="list-style-type: none"> <li>• Support for vulnerable groups</li> <li>• Closing gap for children</li> </ul>	
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