



## Equalities Objectives

September 2024- September 2028

**Equality, diversity and Racial Justice Co-ordinator** - Rosie Holdaway and Sophie Clift

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.

TARGET 1 – Ensure curriculum reflects the realities of our community.					
Key Tasks/Actions		Who?	When?	Success criteria /Impact	Cost
1.1	Update staff on current school population and community statistics.	SC	Autumn	<ul style="list-style-type: none"><li>• All staff aware of who makes up our school community and the wider community around us.</li><li>• Staff buy-in around why equality and diversity need to be key to everything that is done in school.</li></ul>	
1.2	Support with the roll out of a de-colonialised curriculum – Staff meeting and history co-ordinator support	KM SC SLT/ MLT	All year	<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></ul>	
1.3	The wider curriculum planned to include diverse role models -whole school BHM -liaise with subject co-ordinators (SC)	Class teachers  RH/SC	All year	<ul style="list-style-type: none"><li>• All children celebrate black role models in history/present day</li><li>• A variety of Reflecting realities texts available in each classroom</li></ul>	

	<ul style="list-style-type: none"> <li>-circulate and organise resources (SC)</li> <li>-undertake pupil voice (SC)</li> <li>-analysis of pupil voice shared with MLT and next steps agreed (SC)</li> <li>-planning scrutiny undertaken and feedback shared (Subject lead) – add to monitoring document</li> <li>-cultures and languages week (SC,LM and RH)</li> </ul>			<ul style="list-style-type: none"> <li>• Actions from pupil voice implemented</li> <li>• Foundation subject planning shows resources and a focus on diversity</li> </ul>	
1.4	Displays across the school reflective of our whole school community and school values and ethos.(SC and YGL)	SC	All year	<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> <li>• </li> </ul>	
	<p>Review September 2024:</p> <p>1.1 – this will be re-done for each school year and shared with staff.</p> <p>1.2 - This has been started by the History co-ordinator and curriculum co-ordinator. On the curriculum overview (google document) there is a section that specifically highlights this. This will be ongoing as we continue to develop our curriculum and improve range of literature.</p> <p>1.3 – the whole school calendar enables us to share many important cultural events. BHM is now embedded into planning for each October. Cultural events highlighted in the newsletter. Cultures and languages week run successfully again.</p> <p>1.4 Displays now cover BHM, a wider range of cultures, different types of families, LGBTQ+, disabilities</p> <p>Next step: involve parents in sharing their lived experience.</p> <p>In class displays to be more diverse especially 'topic' display boards.</p>				

TARGET 2 – Ensure support available for vulnerable children to acquire basic skills in English and mathematics (GAP project)					
Key Tasks/Actions	Who?	When?	Success criteria /Impact	Resources / cost	
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	NJ MM 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 Analysis of progress data of groups of children, including vulnerable groups and identify any patterns or trends.	SLT MLT	Nov March May	<ul style="list-style-type: none"> <li>• Analysis identifies trends and appropriate action taken</li> </ul>		
1.3 Staff supported in organising provision for vulnerable learners Examples include <ul style="list-style-type: none"> <li>• Setting up and monitoring progress of interventions</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> </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>		

	<ul style="list-style-type: none"> <li>Training for volunteers in supporting reading</li> </ul>				
1.4	EY/Yr 1 coffee club running to support parents of children with little or no English to help them develop understanding of curriculum and how to support their child. Offer translated materials where appropriate and possible.	KH	Summer	<ul style="list-style-type: none"> <li>Chn well prepared for KS1</li> <li>Parents supported</li> <li>Vulnerable learners and parents make strong links with school staff</li> </ul>	

Review September 2024:

1.1 – SLT, EWO and NJ continue to monitor and meet with families. Attendance data shared with staff

1.2 – termly meetings continue to look at data and progress. RS has now taken over PPG.

1.3 – see provision maps (ongoing)

1.4 – the new website can be translated into several languages. Welcome parent meetings run for all year groups. Support for families with SEN and mental health in place. Young carers club running.

TARGET 3 – All staff and pupils feel valued and represented					
Key Tasks/Actions		Who?	When?	Success criteria /Impact	Resources / cost
1.1	<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> <li>- Review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.</li> </ul>	RH SC SLT	Jan April June	<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>	
1.2	<ul style="list-style-type: none"> <li>- Link to behaviour action plan - ensure derogatory language is not used or accepted within our school community.</li> <li>- Shared language document</li> </ul>	SLT MLT	Aut – then ongoing	<ul style="list-style-type: none"> <li>Chn are clear on what is acceptable language and behaviour</li> <li>Consequences clear if rules are broken</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> </ul>	RH SC 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>	

	<ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Equality objectives and Equality information</li> </ul>				
1.4	Links with mental health support team around mental health / racism and ethnic minorities.	SC	Spring/summer	<ul style="list-style-type: none"> <li>• All groups well supported and MH issues are considered</li> </ul>	
1.5	Signing up to the Anti-Racist pledge – promotion with staff and parents	SC SLT	Autumn/Spring	<ul style="list-style-type: none"> <li>• Raise school profile of being anti-racist. Staff and parents understand what this means in practice.</li> </ul>	
<p>Review September 2024:</p> <p>1.1 – not active, to be continue this academic year.</p> <p>1.2 – Racial equality statement updated which includes a flow chart for dealing with racial incidents. All racial incidents logged on EdAware. RHE lessons for KS2 around language and racial incidents included in planning.</p> <p>1.3 – ongoing. We are also moving towards using multilingual rather than EAL as this is a deficit model.</p> <p>1.4 – EAL parent coffee morning started this month (9.24)</p> <p>1.5 Anti-racist pledge on the website, shared with staff and place up in school. Ongoing journey.</p>					