



## Equality Objectives Action Plan 2024-27

| Objective 1: To increase the whole school community's understanding of diversity, equity, inclusion and belonging, leading to a reduction in the number of prejudice-related incidents.   |  |   |   |  |  |
|---|--|---|---|--|--|
| Rationale for Objective 1   | Success Criteria   |   | Governor Involvement  | Monitoring and Evaluation Methods  | Reporting Progress   |
| <p>Our curriculum content and resources are not fully representative of wider society. The general equality duty requires us to foster positive relations between different groups.</p> <p>There have been a number of prejudice-related incidents in school during the last academic year.</p> <p><b>Protected characteristics covered:</b></p> <p>Race, gender, disability, sexual orientation, age, marriage or civil partnership, pregnancy and maternity, religion or belief, sex.</p> | <p>There will be a declining trend in the number of prejudice-related incidents recorded on CPOMS.</p> <p>Children in all year groups will have increased opportunities to develop a strong sense of their identity.</p> <p>Any prejudice-based incidents will be effectively addressed through prior learning and follow up intervention.</p> <p>Stereotypes will be challenged.</p> <p>Curriculum content and resources will be more inclusive/representative.</p> <p>Children will know about the protected characteristics and fundamental British values.</p> |   | <p>Nominated link governor for diversity, equity, inclusion and belonging (DEIB).</p> <p>Focused governor visits to monitor the progress against the Equality Objectives.</p> <p>Joint Committee (oversight of training and resource budget).</p> | <p>Review of this action plan (termly) by the RESPECT team.</p> <p>Monitor curriculum through progression maps.</p> <p>Pupil voice on children's understanding of the protected characteristics and fundamental British values.</p> <p>Learning walks and environment reviews.</p> <p>Incidents recorded on CPOMS.</p> | <p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p> |
| Actions   | Timelines  | Staff Responsible                         | Resources (Time/CPD)  | Resources (Financial)  |  |
| 1.1 Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of race, gender and disability.   | Autumn 2024  | RESPECT team                              | Subject leader time<br>DEIB networks  | Budget to be identified for resources  |  |
| 1.2 Audit current curriculum planning for each subject area with regard to the protected characteristics of race, gender and disability.  | Autumn 2024  | RESPECT team<br>Subject leads             | Staff meeting<br>Subject leader time  |  |  |
| 1.3 Develop the RESPECT curriculum which encompasses teaching of Zones of Regulation, RSHE, Reflect Ed, protected characteristics and British values.   | Autumn 2024 onwards  | RESPECT team                              | Staff meetings<br>Subject leader time   | Budget to be identified for resources  |  |
| 1.4 Develop a process for communicating with and informing parents of the developments and learning linked with DEIB.   | Spring 2025 onwards  | RESPECT team                              | Subject leader time   |  |  |
| 1.5 Consult pupils and parents regarding the impact of the implemented changes through pupil voice/questionnaire (baseline and later in the year to gauge impact).  | Autumn 2024 onwards  | RESPECT team                              | Subject leader time<br>DEIB networks  |  |  |
| <p><b>Future Developments:</b></p> <p>Establishment of focus group to include representation from all stakeholder groups to further embed DEIB across the whole school.</p> <p>Develop an induction programme for children/families that are new to our school.</p> <p>Development of transition programme with a focus on belonging.</p>   | Autumn 2025 onwards  | RESPECT team<br>DEIB Governor<br>EAL lead | Subject leader time   |  |  |



## Equality Objectives Action Plan 2024-27

| Objective 2: To increase staff's understanding of diversity, equity, inclusion and belonging, leading to increased confidence in supporting pupils involved with prejudice-related incidents.   |   |                    |   |  |  |
|---|---|--------------------|---|--|--|
| Rationale for Objective 2   | Success Criteria  |                    | Governor Involvement  | Monitoring and Evaluation Methods  | Reporting Progress   |
| <p>Staff have not received recent, updated training on DEIB/protected characteristics/British values.</p> <p>There have been a number of prejudice-related incidents in school during the last academic year.</p> <p><b>Protected characteristics covered:</b></p> <p>Race, gender, disability, sexual orientation, age, marriage or civil partnership, pregnancy and maternity, religion or belief, sex.</p> | <p>There will be a declining trend in the number of prejudice-related incidents recorded on CPOMS.</p> <p>Children in all year groups will have increased opportunities to develop a strong sense of their identity.</p> <p>Any prejudice-based incidents will be effectively addressed through prior learning and follow up intervention.</p> <p>Stereotypes will be challenged.</p> <p>Staff will be more confident teaching about the protected characteristics and fundamental British values and responding to prejudice-related incidents.</p> <p>Staff will be more aware of unconscious bias.</p> <p>Children will know about the protected characteristics and fundamental British values.</p> |                    | <p>Nominated link governor for diversity, equity, inclusion and belonging (DEIB).</p> <p>Focused governor visits to monitor the progress against the Equality Objectives.</p> <p>Joint Committee (oversight of training and resource budget).</p> | <p>Review of this action plan (termly) by the RESPECT team.</p> <p>Pupil voice on children's understanding of the protected characteristics and fundamental British values.</p> <p>Staff voice on confidence in teaching about the protected characteristics and fundamental British values and responding to prejudice-related incidents.</p> <p>Incidents recorded on CPOMS.</p> | <p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p> |
| Actions   | Timelines   | Staff Responsible  | Resources (Time/CPD)  | Resources (Financial)  |  |
| 1.1 Staff CPD focused on unconscious bias/DEIB/anti-racism/RESPECT curriculum.  | Autumn 2024 onwards   | RESPECT team       | Staff meetings<br>NCC Anti-racism Toolkit 'Equality is Everyone's Business'<br>DEIB networks<br>Achievement and equality education improvement consultant   | Budget to be identified for staff meetings/CPD   |  |
| 1.2 Consult staff regarding the impact of the CPD on their understanding of DEIB and confidence in supporting pupils involved with prejudice-related incidents (baseline and later in the year to gauge impact).  | Autumn 2024 onwards   | RESPECT team       | Staff meetings  |  |  |
| 1.3 Develop a CPD timetable to keep staff regularly updated on developments relating to DEIB.   | Spring 2025 onwards   | RESPECT team       |   | Budget to be identified for staff meetings/CPD   |  |
| <b>Future Developments:</b><br><br>Develop an induction programme for new staff relating to DEIB.   | Autumn 2025 onwards   | RESPECT team<br>HT |   | Budget to be identified for CPD  |  |



## Equality Objectives Action Plan 2024-27

| Objective 3: To develop robust processes for monitoring and tracking attainment and attendance data (including enrichment activities) relating to gender, disability and race, so the school can work proactively to improve provision, support and outcomes relating to these protected characteristics. |  |  |   |   |   |
|---|--|--|---|---|---|
| Rationale for Objective 3   | Success Criteria   |  | Governor Involvement  | Monitoring and Evaluation Methods   | Reporting Progress  |
| <p>The school does not have robust processes in place for monitoring and tracking data related to the protected characteristics.</p> <p><b>Protected characteristics covered:</b></p> <p>Race, gender, disability.</p>  | <p>Staff will be aware of the protected characteristics held by the children in their class.</p> <p>A process and report will be created on Arbor/EAZMAG to identify and monitor differences in attendance and attainment data for children that hold race, gender or disability as a protected characteristic and those that do not.</p> <p>Attainment and attendance data for children that hold race, gender or disability as a protected characteristic is discussed termly between SLT and class teachers through pupil progress meetings.</p> <p>The priority for year group/whole school improvement in provision, support and outcomes will be identified.</p> |  | <p>Nominated link governor for diversity, equity, inclusion and belonging (DEIB).</p> <p>Focused governor visits to monitor the progress against the Equality Objectives.</p> | <p>Review of this action plan (termly) by the RESPECT team – reviewing attendance and assessment data.</p> <p>Termly pupil progress meetings between year groups and SLT.</p> <p>Termly attendance information for enrichment activities.</p> | <p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p> <p>Attainment (EAZMAG) and attendance (Arbor) data</p> |
| Actions   | Timelines  | Staff Responsible  | Resources (Time/CPD)  | Resources (Financial)   |   |
| 1.1 Develop reports to be used in Arbor and EAZMAG to produce the relevant attainment and attendance (including enrichment activities) data relating to gender, disability and race and provide staff CPD as appropriate.   | Autumn 2024  | RESPECT team<br>SLT<br>Admissions and attendance officer | Pupil progress meetings<br>Staff meetings<br>Subject leader time  |   |   |
| 1.2 Set up Arbor to be used to register children attending enrichment activities.   | Autumn 2024 onwards  | School business manager<br>Enrichment coordinator        | Arbor CPD   |   |   |
| 1.3 Consult pupils and parents on factors influencing attendance at enrichment activities through pupil voice/questionnaire.  | Spring 2025  | Enrichment coordinator<br>RESPECT team                   | Subject leader time   |   |   |
| <p><b>Future Developments:</b></p> <p>Use findings from the actions to develop an action plan to proactively improve provision, support and outcomes relating to gender, disability and race.</p>   | Autumn 2025 onwards  | RESPECT team<br>Enrichment coordinator<br>HT             | Subject leader time<br>Staff meetings   | Budget to be identified for resources/CPD.  |   |