

Georgeham CofE Primary School Equality Plan 2023-24



Our establishment has two specific duties to assist us in meeting our general duty, set out by the Equality Act 2010

They are:

- To publish information to show how we are complying with the equality duty.
 - *This must be updated at least **annually**.*
- To prepare and publish one or more specific and measurable equality objectives.
 - *at least every **four years**.*

This policy will be reviewed every four years by the Board of Trustees.

The implementation of the Equality Objectives will be reviewed and progress reported annually.

Our equality objectives are in response to this general duty.

Objective 1

To narrow the gap in attainment between groups of children, for example girls and boys.

Description of the improvement needed

Attainment data shows us that:

- Girls outperform boys in all areas of statutory assessment
- Disadvantaged and SEN children underperform compared to all children and fall below the national average at the end of KS2.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
The quality of teaching is at least a good standard across the school	Headteacher Class Teachers LSAs	August 24	Steplab Subject networks	Using the RAP, teachers will be coached regularly through drop ins Regular book scrutinies and pupil voice sessions will monitor the progress of all children, particularly the most vulnerable As a result, all children will make at least good progress. As a result, the most vulnerable will make accelerated progress across the core subjects
The quality of provision for the most vulnerable is of a high standard	Headteacher Class Teachers LSAs	August 24	Steplab Subject networks CPD	Through the Georgeham T&L teaching model, all staff will be equipped to support the most vulnerable pupils so that they make accelerated progress Evidence in books shows that the most vulnerable will have a high level of feedback Evidence from the data shows that children will have made at least good progress
LSAs are equipped to support the most vulnerable pupils to make accelerated progress	Headteacher Class Teachers LSAs	August 24	Steplab CPD	Steplab sessions to support the development of LSAs so that they feel more confident in supporting whole class teacher and groups As a result, the provision and feedback for the most vulnerable is at least a good standard The most vulnerable pupils have made accelerated progress – as a result, the attainment gap has closed.

Equality Objective 2

To improve the attendance between groups of children, for example White British and Ethnically diverse children.

Description of the improvement needed

Following our Pastoral Team meeting, we identified two areas of focus for this year.

- Currently, the whole school attendance is below national and there is evidence that some families are persistently absence
- Supporting the identified children from disadvantaged families who are persistently late

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To recognise and celebrate positive attendance	HT CT LSAs Office	July 24	Arbor training Display space	Weekly attendance analysis Weekly attendance celebration assembly As a result, whole school attendance will have improved Persistent absence amongst vulnerable families will have decreased (below 10%)
To support families where attendance is below national average (95%)	HT CT Office	July 24	Arbor	Weekly attendance analysis Termly attendance surgeries with targeted families As a result, attendance amongst targeted families will have decreased Targeted children attend school more
To create the 'Walking Bus' to support lateness	HT Office	Dec 24		Weekly attendance analysis Termly attendance surgeries with targeted families As a result, targeted children will be attending school regularly and on time Furthermore, outcomes for the targeted pupils will have improved

Equality Objective 3

Improve knowledge, skills and attitudes to enable children to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.

Description of the improvement needed

Currently, not all pupils have a secure knowledge of different cultures and religions. Furthermore, pupils across EYFS, KS1 and KS2 do not have consistent knowledge and understanding of cultural differences.

The school identifies the need for secure planning and teaching across the RE syllabus and that the teaching of RE is at least of a good standard.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
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To embed the new RE syllabus curriculum	HT Class Teachers	Aug 24	New RE Syllabus training CPD time to disseminate learning	Monitored through: Book looks Pupil voice feedback Success Criteria Evidence in books shows that the children have been immersed in learning linked to a range of faith communities Children talk passionately about their appreciation of other cultures and faiths
To create a robust, coherent collective worship plan	HT Class Teachers	Aug 24	Collective Worship Scheme	Monitored through Pupil voice Collective worship observations and feedback Success Criteria Children talk passionately about their appreciation of other cultures and faiths Children can share their understanding of stories heard during CW sessions and apply it to other contexts
To create a link with a school in Uganda	HT Class Teachers	Sept 24	Collective Worship Time	Monitored through Pupil voice Collective worship observations and feedback Success Criteria Pupil voice – children share their understanding about what people around the world believe Children to have a secure knowledge of different faiths and cultures around the world

Equality Objective 4

Monitor and track incidents of bullying, prejudice and racism, including reporting incidents to the local authority. Reviewing the common themes, using data to understand the link between incidents and irregular attendance, and adjust our curriculum and intervention in response.

Description of the improvement needed

Although we current report all incidents of bullying, prejudice, and racism through the correct channels we have identified a few areas that need improvement:

- When reporting to Governors each term, ensure the data is analysed and trend and patterns are identified and shared with staff each term.
- Ensure the curriculum is adjusted to account for the identified trends and make sure further education and intervention is in place for targeted groups of children to prevent further incident occurring.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Identify, respond, and report racist incidents through the school's safeguarding	HT	When required	Safeguarding training CPOMS training	Weekly safeguarding meeting with Pastoral Team Monitored as part of the Governors visits.

procedures and as set out in the plan.				Identified on CPOMS so leaders can filter to identify trends and patterns.
Report the figures to the Governing body on a termly basis in the safeguarding report and to the local authority.	HT	Each term	Governor's meeting Governor's report Data analysis	Ensure trends and patterns are recorded at the Governors meeting. Share these trends and patterns with staff at staff meeting. Identify intervention and additional support needed and action this. Monitor effectiveness during observations and next analysis.
Monitor the effectiveness of behaviour intervention	HT DDSL	Weekly	CPOMS Analysis	Weekly pastoral briefings with the whole staff team to discuss current themes and trends. Use whole staff voice to identify next steps and adjust provision based on responses.

Objective 5

To provide a supportive and inclusive working environment for all, actively promoting equality, diversity and inclusion in the workplace.

Description of the improvement needed

We have identified the following areas to develop to make our workplace fully inclusive:

- As a school we do this naturally, but we do not make this explicit or explicitly conscious.
- We are accepting as a school but do not always actively promote equality and diversity across our staff team.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Publish and promote the Equality Plan through the school website and staff meetings. All staff and Governors are aware of this plan through governor's meetings and staff meetings.	KF	Annually	Equality plan Action plan Review document. Governor's meeting Governor's report.	Equality plan is published, and staff and Governors are aware of it. Action plan is made known to staff and this features in staff meetings and training to ensure targets are being met.
All staff appointments and promotions are made based on merit and ability and in compliance with the law.	KF	As needed	Staff training Safer recruitment training Interview questions and tasks	Ensure tasks and questions give candidates the best opportunities to share their skills and unique qualities. Ensure a wider range of people are involved in candidate selection to ensure a broad range of opinions are considered.
As a school, we ensure that we eliminate	KF	Termly	Staff training	Training on unconscious bias for staff and raising awareness of this in school.

<p>discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.</p>			<p>Staff safe or similar platform to record concerns.</p>	<p>Tracking and addressing low level behaviour concerns staff may have.</p> <p>Making sure staff are confident enough to report incident of low-level behaviour.</p>
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