

**Georgeham CofE Primary School Equality Plan 2023-24**

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| **Objective 1**  To narrow the gap in attainment between groups of children, for example girls and boys. | | | | |
| **Description of the improvement needed**  *Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment’s changing demographics* | | | | |
| 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 | * Through the use of 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. |

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| **Equality Objective 2**  To improve the attendance between groups of children, for example White British and Ethnically diverse children. | | | | |
| **Description of the improvement needed**  *Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment’s changing demographics.* | | | | |
| 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 |

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| **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**  *Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment’s changing demographics.* | | | | |
| Key strategies to address this | | | | |
| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
| 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 are able to 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 |

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| **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**  *Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment’s changing demographics.* | | | | |
| 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 procedures and as set out in the plan. | HT | When required | Safeguarding training  CPOMS training | Monitored as part of the Governors visits.  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. |

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| **Objective 5**  To provide a supportive and inclusive working environment for all, actively promoting equality, diversity and inclusion in the workplace. | | | | |
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| 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 discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. | KF | Termly | Staff training  Staff safe or similar platform to record concerns. | Training on unconscious bias for staff and raising awareness of this in school.  Tracking and addressing low level behaviour concerns staff may have.  Making sure staff are confident enough to report incident of low-level behaviour. |