

Bratton Fleming Community Primary School



School based Equality Plan (Annual)

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.

Description of the improvement needed:

- Currently, progress meetings are used to identify pupils who are making slower progress relative to their peers; the school needs to develop a broader understanding of adaptive teaching strategies to enable progress to take place at a faster rate and to ensure that data is analysed for all groups of pupils
- Some pupils need a greater amount of support due to a variety of additional needs; understanding the specific needs of each pupil and finding ways in which these could be addressed would support greater participation and engagement with the learning

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data	LB	Termly	Data analysis Progress meetings PAG sheets	<ul style="list-style-type: none"> • Data analysis • Progress meetings reflect pupil groups which are recorded on PAG sheets • Pupil achievement for equality groups will be above the national average • Where there are gaps, these are narrowed through effective monitoring and intervention.
To identify ways in which pupils need additional support	All	Half termly	Progress meetings Lesson observation feedback on Steplab	<ul style="list-style-type: none"> • Progress meeting minutes will outline precise adaptive teaching techniques • Lesson observations will identify key strategies needed to improve progress • The data release at the end of the academic year will demonstrate pupil progress • The Pebbles assessment tool will be implemented and show incremental progress
To implement regular coaching sessions for both teachers and teaching assistants to develop teaching and learning strategies in class	LB	Half termly	Steplab Coaching sessions	<ul style="list-style-type: none"> • Consistent coaching sessions will demonstrate diverse approaches to making learning accessible for all pupils • Books will illustrate the methods through which pupils have engaged with the learning process

Equality Objective 2

To improve the attendance between groups of children.

Description of the improvement needed:

- Presently, attendance is being monitored for those classed as persistently absent; a broader perspective is now required, by identifying and comparing the percentage figures of different groups of pupils from across the school and ensuring that these do not fall below the national average

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To monitor the attendance of different key groups of pupils and identify early support for families	LB	Weekly	Data tracking sheets	<ul style="list-style-type: none">• Weekly attendance tracking• Clear groups identified to track and target• No key group of pupils will have persistent absence (below 90%)
To have in place a communication schedule with parents which alerts them to their child's attendance levels	LB	Half termly	Letters Newsletter	<ul style="list-style-type: none">• Attendance letters for each half term will be sent out to parents• Communication with parents will show a rise in pupil attendance across all key groups causing concern• Parents will be invited to attend attendance meetings to discuss ways in which home and school can support each other• Whole school attendance will be promoted in the weekly newsletter
To raise the profile of attendance in all classes so all staff have a clear understanding of the impact of absence	LB	Weekly	Certificates	<ul style="list-style-type: none">• Pupils will be identified through the school's notice and focus meetings• Staff meetings to include an attendance section• Attendance to be celebrated in the weekly celebration assembly

Equality Objective 3

Improve knowledge, skills and attitudes to enable children to appreciate and value difference and diversity.

Description of the improvement needed:

- Pupils at the school should be exposed to a broader range of difference and diversity, whilst simultaneously fostering an understanding of what it entails to belong to a faith community

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To develop a cohesive assembly plan which celebrates difference and diversity and exposes pupils to different faith communities	LB	Termly	Assembly plan	<ul style="list-style-type: none">• Pupils will have access to a range of faith communities• Pupils will be able to discuss their understanding with deeper knowledge• LGB meeting minutes will reflect the actions taken
To review all curriculum materials to ensure positive representation of diverse communities	LB	Termly	Cross-curricular and display resources	<ul style="list-style-type: none">• Texts depicting difference and diversity will be mapped and integrated across the curriculum• Equality, diversity and inclusion will be apparent in texts found in designated reading areas, the school library, classroom displays and within curriculum content• Greater diversity reflected in school displays and materials for lessons across all year groups• Pupil conferencing will reflect pupils' attitudes and experiences
Audit how the content of the RSE curriculum is being evidenced in relation to prejudice and equality	LB	Termly		<ul style="list-style-type: none">• Books will show a wide range evidence from the RSE curriculum• Pupil conferencing will evidence pupil understanding of equality and prejudice
To ensure coverage of the RE curriculum	LB	Termly		<ul style="list-style-type: none">• Pupil conferencing will demonstrate a deeper understanding of a range of faith communities• Pupils will have developed the necessary knowledge, skills and understanding to have an improved world view

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:

- Greater awareness of the definitions of prejudice and racism would help develop a wider understanding of how language plays a pivotal role in delineating them and the necessary actions needed to support the whole school community

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To lead training about bullying, prejudice and racist incidents to further staff understanding and awareness	LB	Start of the academic year	Staff meeting/INSET One Minute Guides	<ul style="list-style-type: none">• Staff meeting minutes• The One Minute Guides will provide information to further staff understanding
To identify, respond and report racist incidents and to report the figures to the Governing body on a termly basis	LB	Termly	Staff meeting	<ul style="list-style-type: none">• Staff will follow the guidance both consistently and effectively• Governors will be informed regularly of any recorded incidents relating to bullying, prejudice and racism• Staff will have an understanding about the reporting of incidents• Staff will provide targeted support to pupils

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:

- The school is both supportive and inclusive towards all, however there is a need to explicitly promote equality, diversity and inclusion in different areas of school practice.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
All pupils and adults to make a positive contribution to the life of the school.	All	Termly		<ul style="list-style-type: none">• All school events have pupils from all groups participating, with monitoring of groups by staff where there is less take up.• A school council/school ambassadors' group will be in place
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.	LB	Annually	Equality plan Action plan and review LGB minutes	<ul style="list-style-type: none">• Equality plan is published, and staff and Governors are made aware• Action plan is shared with staff• Action plan has a designated place in the staff meeting timetable
All staff appointments and promotions are made based on merit and ability and in compliance with the law.	LB	When needed within the year	Staff training Safer recruitment training Interview questions and tasks	<ul style="list-style-type: none">• 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.	LB	Termly	Staff training Staff safe or similar platform to record concerns.	<ul style="list-style-type: none">• Training on unconscious bias for staff and raising awareness of this in school.• Tracking and addressing low-level behaviour concerns• Training to support with low-level behaviour• Ensuring staff are confident to report incidents of low-level behaviour.