



## Great Easton C of E VA Primary School's Equality Objectives 2022-23



### Our School Vision:

*We are God's children and global citizens. We will be bold enough to use our voices, brave enough to evoke change in the world and strong enough to stand up for what is right. We are valued and are part of a Christian family that grows together in faith, love and kindness.*

*'Let all that you do be done in love'. (1 Corinthians 16:14)*

*Love of learning, life and living.*

*Associated values: Courage, Compassion, Forgiveness and Joy.*

These objectives were reviewed and amended and staff were consulted on this document in:	March 2023
These objectives were ratified by the Governing Body on:	14 <sup>th</sup> March 2023

The following table are taken from the Single Equality Plan. These targets will ensure we promote a diverse society in the eyes of the children and treat all people fairly and with respect.  
**Written in line with the Equalities Act 2010 and Schools (DFE May 2014)**

Equality Strand	Action	How will the impact of the action be monitored	Responsible Person	Timescale	Early success indicators
<b>All</b>	Publish and promote the Equality Action Plan through the school website, newsletter and staff meetings	Question about parent awareness of equality Policy and Action Plan in parent survey	Claire Jackman & Sharon Scott	Approval by Governors	Staff are familiar with the principles of the Equality Action plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Action Plan
<b>All</b>	The number of pupils working at ARE and greater depth is in line with National figures.  Monitor and analyse pupil progress and attainment by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Data analysed by race, gender and disability, reports termly to governors	HT Claire Jackman Governing body	Data analysed termly as part of pupil progress meetings	Analysis of teacher assessments /annual data demonstrates no significant difference between groups
<b>All</b>	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Increase in pupils' participation confidence and achievement levels	Claire J and class teachers	On-going. Planned for in Courageous Curriculum planning days.	Notable increase in participation and confidence of targeted groups
<b>All</b>	Promote spiritual moral social and cultural development through assemblies with reference to equality and diversity	Assembly planning file PSHE/RE assessments	Claire J	On-going	School community will be aware of and tolerant towards others' culture, religion, race, life choices and disability
<b>All</b>	Promote Restorative Practice across all stakeholders to empower positive resolutions, independence and resilience.	Reduction in negative behaviours. Pupil survey PSHE subject monitoring/reports	SLT PSHE lead, Laura, teachers and LSAs	On-going	All Stake holders are aware of Restorative practice
<b>All</b>	Where appropriate ensure displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Claire J and subject leaders	Reviewed termly by SLT and subject leaders	Diversity reflected in school displays across all year groups
<b>All</b>	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Parliament (by election), representing their class.	Increase in diverse pupil participation, confidence and positive identity	Claire J, Holly, Sam, Kathryn.	On-going	Diversity in membership
<b>Pupil Premium pupils</b>	Track pupils, plan effective quality first teaching, introduce specific interventions, enrich curriculum through visits/visitors and experiences	Tracking data, Intervention summaries Pupil premium trackers case studies	Claire J, Holly, Sam, Kathryn.	On-going	Pupil premium pupils performance is in line with national expectations
<b>SEN pupils</b>	Achieve a year on year (over three years) reduction in the attainment gap in English and mathematics at KS2 between pupils with a SEN statement/EHCP and their peers. Track children. Plan effective quality first teaching. Staff training into	Tracking Data, IEP Intervention case studies	Kathryn and Stacey	On-going	SEN pupils performance is in line with national expectations

	effective teaching of SEN children. Provide intervention/resources				
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Equality Strand	Action	How will the impact of the action be monitored	Responsible Person	Timescale	Early success indicators
<b>Homophobic bullying</b>	<p>Ensure all staff receive homophobic bullying training and include as part of induction programme for all new staff appointed. Identify, respond and report homophobic incidents (language and bullying) as outlined in the Single Equality Policy, report figures to the Governing body on a termly basis.</p> <p><a href="https://stonewalluk.myshopify.com/collections/stonewall-learning/products/supporting-lgbtq-children-and-young-people-e-learning-for-school-and-college-staff-england">https://stonewalluk.myshopify.com/collections/stonewall-learning/products/supporting-lgbtq-children-and-young-people-e-learning-for-school-and-college-staff-england</a></p>	The head teacher/Governing body will use the data to assess the impact of the school's response to incidents i.e. can repeat perpetrators be identified, are pupils and parents satisfied with the response.	Claire J Governing body	<p>Stonewall training to be booked for lead (Laura Wilson) and then all staff to receive homophobic bullying training, new staff as they arrive in school to receive training. Head teacher termly reports to Governors</p> <p>On-going</p>	<p>All staff are aware of and respond to homophobic incidents, staff are confident to tackle incidents of homophobic language and bullying. Consistent nil reporting is challenged by the Governing body</p> <p>Pupils are aware of homophobic bullying. Number of incidents of homophobic bullying are few</p>
<b>Extremism</b>	Ensure all staff and governors are aware of extremism and radicalisation and how it can affect pupils. Prevent agenda.	Increase in staff awareness and confidence	Claire J	<p>7 minute staff meeting refresher training for staff mid-year</p> <p>New Staff and governors training as necessary</p>	All staff are aware of indicators of radicalisation and extremism and follow appropriate systems when issues arise. Staff feel confident
<b>Extremism</b>	Protect pupils from extremism views including religious extremism views by helping pupils to have a balanced view as well as giving them coping strategies in dealing with what may be external pressures – assemblies PHSE lessons	PSHE/RE, pupil discussions	Claire J, Holly, Sam, Kathryn.	On-going	Pupils encouraged to and feel confident to share views and be tolerant of each other. All staff to monitor content of conversations and identify any areas of concern

<b>Disability Equality Duty</b>	To ensure where possible that the Governing Body and the staff represent the diversity of the school	Monitor applications as roles become available with the GB	Chair of Governors	On-going	Membership of the Governing Body evolves to reflect the diversity of the whole school
<b>Race Equality</b>	<p>Try to ensure that adult role models are reflective of a range of cultures.</p> <p>Ensure that the curriculum provides opportunities to learn about different cultures and ethnicities in this country and globally.</p> <p>Ensure staff feel confident in language to use and promoting the BLM agenda.</p>	<p>Through the staff appointment procedures be aware of the need to promote race equality.</p> <p>Invite a range of visitors to school where possible to promote race awareness.  <a href="mailto:lewisa@st-marysprittlewell.southend.sc.h.uk">lewisa@st-marysprittlewell.southend.sc.h.uk</a></p> <p>Review the curriculum for Citizenship to ensure that across the school there is sufficient opportunity for all pupils to learn about different cultures</p>	<p>CJ and SL (PSHCE Leader)</p> <p>All staff.</p>	Ongoing	<p>Where equal outcomes to recruitment procedures are found, consideration to race equality issues will be employed. A range of visitors in school reflective of differing races and cultures.</p> <p>Curriculum map includes opportunities. Resources around the school reflect race equality.</p>
<b>Sexual Orientation</b>	<p>Ensure that Sex &amp; Relationship Education recognises diverse family structures.</p> <p>Continue work with whole school around the Stonewall training on LGBT agenda.</p>	<p>Ensure all staff respond appropriately to questions raised by children</p> <p>Use of assembly times.</p>	Led by Laura Wilson, Claire J and teachers.	Ongoing	Pupils recognise that families are made from a range of gender and sexual orientations.
<b>Community cohesion</b>	<p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Chinese New year, Christmas, Eid.</p>	<p>PSHE/RE assessments and assembly plans. Talking to children.</p>	PSHE and RE subject leaders (Laura and Sam)	On-going	Increased awareness of different communities shown in PSHE/RE