

Target	Subject/Focus	Leader(s)	Governor(s)
Appendix C	Equality	Dave Perkins	Jana Tjihuis-Maritz

WHY?

What is the problem we are trying to address?

<p>Pupils:</p> <ul style="list-style-type: none"> • Because of the wide range of languages spoken by our families, it can be challenging to support vulnerable pupils, particularly on entry to the school. • The integration of a small but significant number of pupils may be affected by their cultural background, e.g. a lack of respect for female staff and peers. 	<p>Teachers:</p> <ul style="list-style-type: none"> • The language barrier makes communicating with parents who do not speak English challenging, e.g. at parents' evening; this is exacerbated by not having tools to support with this, e.g. to translate paperwork. • Staff can face the same cultural challenge from parents, e.g. female staff not being as well respected. 	<p>Attainment:</p> <ul style="list-style-type: none"> • Disadvantaged pupils achieve less well than their peers in national and internal assessments, across all key stages. • Some white British pupils – both boys and girls – achieve less well than their peers, which is often linked to low engagement from their parents.
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AND SO?

What is the intended outcome?

<p>The three aspects of the General Duty within the Equality Act 2010 that schools are required to adhere to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act; • Advance equality of opportunity between people who share a protected characteristic and those who do not; • Foster good relations between people who share a protected characteristic and those who do not. <p>The trust's equality objectives:</p> <ul style="list-style-type: none"> • To promote spiritual, moral, social and cultural development through all aspects of life at our schools, both inside and outside the classroom. We aim to meet this objective with particular reference to issues of equality and diversity; • To reduce prejudice and increase understanding of equality through direct teaching across the curriculum; • To move beyond and develop a culture of growth mindsets, avoiding labelling of learners based purely on a notion of fixed levels of ability; • To model teaching and learning behaviours that avoid labelling; • To narrow the gap between boys and girls, and disadvantaged pupils and other pupils; • To promote cultural development and understanding through a rich range of experiences, both in and beyond the school through our curriculum; • To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010 with particular focus on homophobic bullying and prejudice; • To tackle prejudice and promote understanding in relation to people with disabilities. <p>Our school priorities:</p> <ul style="list-style-type: none"> • To narrow the attainment gap between both disadvantaged and White British pupils and their peers; • To improve engagement from identified groups of parents, including White British and EAL families, by removing barriers to engagement; • To increase understanding of, and respect for, cultural diversity by pupils, families, staff and governors through the implementation of the Rights Respecting Schools Award.

WHAT? <i>What is the key ingredient that will be different?</i>	HOW WILL IT BE DONE? <i>What are the implementation actions (including training, resources, coaching etc.)?</i>	WHO? WHEN? <i>Who is responsible? What is the timescale?</i>	HOW WILL YOU KNOW? <i>How will the implementation and impact be monitored?</i>	HOW WELL? <i>What impact has been seen so far? Any issues or changes needed?</i>
1. To narrow the attainment gap between both disadvantaged and White British pupils and their peers.	New Pupil Premium Lead to review current expenditure and present proposal for strategies for 2021-22 and beyond to SLT and Governing Body.	ML to review and present proposals in summer term 2021.	Agreed strategies implemented in 2022-23, leading to fewer achievement gaps between both disadvantaged and White British pupils and their peers.	
	Implementation of PiXL in Key Stages 1 and 2 to be reviewed, particularly which strategies will be used consistently and which therapies will be delivered by teachers and/or TAs.	CD/ML/SA to complete review and agree plan in summer term 2021.		
2. To improve engagement from identified groups of parents, including White British and EAL families, by removing barriers to engagement.	Parental engagement strategies to be reviewed, particularly which were most successful prior to and during pandemic.	SLT to review strategies in summer term 2021.	Agreed strategies implemented in 2022-23, leading to increased attendance at school events. By targeted groups/families. New protocols implemented for September 2021 cohort, leading to improved wellbeing and attendance on entry. Increased parents' evening attendance, letter replies etc. Increased staff and volunteers who can support targeted groups of pupils.	
	Parents to be surveyed to identify barriers to both engagement and supporting their children with their learning.	Survey to be completed in summer term 2021.		
	Strategies to support induction for EAL pupils and families to be reviewed, with new protocols agreed and introduced.	Review to be completed in summer term 2021 prior to induction of 2021-22 cohort		
	Bank of translated standard letters, forms etc. to be built up, and translation of ongoing letters etc. to be revisited.	LSN to coordinate during 2021-22.		
	Recruitment of new staff and volunteers to consider their ability to support targeted groups of pupils, particularly EAL and white British pupils.	Adverts to reflect this consideration from spring term 2021.		
3. To increase understanding of, and respect for, cultural diversity by pupils, families, staff and governors through the implementation of the Rights Respecting Schools Award.	Steering Group set up, consisting of the Junior Leadership Team and selected staff (including the Headteacher), governors (including the Chair of Governors) and parents.	Steering group to meet at least half termly; JLT to meet weekly.	Actions identified by Steering Group included in Action Plan for Silver.	
	Rights Respecting Schools Award Action Plan for Silver to be finalised and submitted to Professional Adviser along with School Questionnaire Summary spreadsheet and School Context Data form	LM/RB to finalise and submit documents by start of summer term 2021.	Action plan and related documents submitted and Bronze: Rights Committed accreditation received.	
	Carry out actions from Action Plan for Silver, then recomplete pupil and staff questionnaires, complete the School Evaluation: Silver form and contact professional adviser to arrange Silver accreditation visit.	Actions to be completed, including accreditation visit, by end of spring term 2022.	Silver: Rights Aware accreditation received; questionnaires and RAG rating demonstrate impact.	
	Action Plan for Gold created, including RAG rating against Gold outcome descriptors and using recommendations from Silver accreditation visit to identify priorities.	LM/RB to create action plan by end of summer term 2022.	Action Plan for Gold will be created, with leaders and timescales clearly identified.	