

**Equality objectives**

**2024-2025**

Subject leader name: Rebecca Mole				
Objectives <i>What are we aiming to achieve? (Link to School Development Goals where relevant)</i>	Actions <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the objective?</i>	Person Responsible	Monitoring/ Evaluation <i>How will you measure the impact and decide on next steps?</i>
<b>Foster Good relations Curriculum</b>				
<p><b>Objective:</b> To further, enhance diversity in the curriculum.</p>	<p><b>Autumn 2024</b> Summer 2024 and autumn 2025 review resources used on a regular basis in school to ensure that a wider and more representative view of modern Britain is visible. Ensure that assemblies are planned using the overview/calendar of religious festivals and other celebrations to ensure we are celebrating these in more depth throughout the year. Ensure it reflects the school population/community and introduces the children to different beliefs and cultures.</p> <p>Colour code assembly planning to view diversity in assembly themes.</p> <p><b>Spring 2025</b> Amend of planning prompts for Medium Term Planning with key questions to ensure equality and diversity is reflected in the topic journey e.g. ethnicity, gender, religion, language, family groupings</p> <p>Create a display to celebrate the languages of our community</p>	<p>Resources are being used in the classroom with the children.</p> <p>Children will be exposed to a diverse range of cultures and identities within the protected characteristics</p> <p>Parents and carers will; be aware of how we teach diversity across the curriculum</p> <p>Schemes of work actively contribute to the development of pupils' sense of identity through knowledge and understanding of diversity.</p>	<p>Teachers Head teacher</p>	<p>Planning Review Children's questionnaires.</p>

Add to book wish list both for school purchase and birthday book purchase.

**Summer 2025**

Identify festivals and celebrations that can be used explored in school with the children – add to planning for the coming year.

A review of the reading lists sent home to new families and those moving year group to ensure they are more representative of our diverse world.

Develop a page on the school website on how equality and diversity is promoted throughout the school to ensure all stakeholders are aware and well informed. Share in newsletter. Review subject pages on the website to ensure that they promote diversity.

Introduce ‘Language of the Month’ for children to learn and be introduced to languages around the world.

Use the newsletter to showcase some of the learning that reflects the equalities objectives

Advance equality of opportunity				
<p><b>Objective: To narrow attainment gaps between different groups across all subjects, specifically:</b></p> <p>groups as identified in the Reception and KS1 data</p>	<p><b>Termly on-going</b></p> <ul style="list-style-type: none"> <li>Continue to analyse school data for identified groups. Data will be analysed for any trends leading to 'gap analysis' actions</li> <li>Robust progress meetings will take place to identify children's gaps in learning and actions will be implemented to close these gaps.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Monitoring of teaching and learning indicates an appropriate match of teaching to the needs of different groups, e.g. boys, girls, bilingual learners,</li> </ul>	<p>Teachers SENCo Headteacher</p>	<p>Pupil progress meetings, learning looks.</p>
Eliminating discrimination				
<p><b>To increase inclusion in provision</b></p>	<p><b>Termly on-going</b></p> <p>Teachers to review and plan additional opportunities to show a diverse range of representations in planning and resources e.g. images of different protected characteristics in PowerPoints through incidental learning that also challenge stereotypes</p> <p>Review how schemes of work through PSHCE and British Values teaching sessions explicitly address the causes and consequences of discrimination and help pupils recognise, understand and challenge stereotypes through book look and teacher voice analysis</p> <p>Policy reviews to include a focus reducing discrimination</p>	<ul style="list-style-type: none"> <li>✓ Children will be exposed to a wide range of</li> <li>✓ All parents will feel equally involved within the life of the school.</li> </ul>	<p>Teachers Headteacher</p>	<p>Book looks and teacher voice</p>
Advance equality of accessibility.				
<p><b>Improved access to the Physical environment</b></p>	<p>With the current cohort of pupils complete a review of additional learning spaces to ensure there are calm spaces for children with minimal visual, sound and sensory overload. (Building work commencing on other learning spaces)</p>	<ul style="list-style-type: none"> <li>✓ Children with additional needs will have a calming space</li> <li>✓ Children will have their physical needs met in the classroom environment</li> </ul>	<p>SENDCo</p>	<p>Teaching and learning walks, pupil voice, professional outside agency reports.</p>

	Where needed or for individuals who require it additional learning environment adaptations will continue to be made and reviewed e.g. partitions or screens, sloping boards, wobble cushions, elastic bands for chairs.			
<b><i>Improved provision of information</i></b>	Identify parents/carers who may find it difficult access information provided by the school.  Provide identified parents/carers with printed and verbal information	✓ All parents will be able to fully access communications via the school	Office Staff	Parent Voice