



Equalities Objectives

September 2024- September 2025

Equality, diversity and Racial Justice Co-ordinator - Rosie Holdaway and Sophie Clift

The term 'vulnerable learner' is used throughout this document to include PPG/EAL/LAC/post LAC/GAP project pupils. A separate policy is available for our SEN children.

TARGET 1 – Ensure curriculum reflects the realities of our community.					
Key Tasks/Actions		Who?	When?	Success criteria /Impact	Resources / cost
1.1	Update staff on current school population and community statistics.	SC	Autumn	<ul style="list-style-type: none"> All staff aware of who makes up our school community and the wider community around us. Staff by-in around why equality and diversity need to be key to everything that is done in school. 	
1.2	Support with the roll out of a de-colonialised curriculum – Staff meeting and history co-ordinator support	KM SC SLT/ MLT	All year	<ul style="list-style-type: none"> Staff confident in using resources and delivering an equalities based curriculum CPD Curriculum coverage is diverse (look at curriculum maps) 	
1.3	The wider curriculum planned to include diverse role models -whole school BHM	Class teachers RH/SC	All year	<ul style="list-style-type: none"> All children celebrate black role models in history/present day A variety of Reflecting realities texts available in each 	

	-liaise with subject co-ordinators (SC) -circulate and organise resources (SC) -undertake pupil voice (SC) -analysis of pupil voice shared with MLT and next steps agreed (SC) -planning scrutiny undertaken and feedback shared (Subject lead) – add to monitoring document -cultures and languages week (SC,LM and RH)			classroom <ul style="list-style-type: none"> • Actions form pupil voice implemented • Foundation subject planning shows resources and a focus on diversity 	
1.4	Displays across the school reflective of our whole school community and school values and ethos.(SC and YGL)	SC	All year	<ul style="list-style-type: none"> • Resources for chn to use to see main events in history • Promotes and celebrates RR/positive equality ethos • 	
Review:					

TARGET 2 – Ensure support available for vulnerable children to acquire basic skills in English and mathematics (GAP project)					
Key Tasks/Actions		Who?	When?	Success criteria /Impact	Resources / cost
1.1	Attendance officer/Deputy head to analyse attendance data for vulnerable children -contact made with families causing concern -support from EWO sought if needed	NJ MM AA	Oct/Dec Feb/Mar May/June	<ul style="list-style-type: none"> • Data shared and any patterns identified • Support arranged to ensure good rates of attendance and punctuality for vulnerable children. • Leading to good rates of progress 	
1.2	Analysis of progress data of groups of children, including vulnerable groups and identify any patterns or trends.	SLT MLT	Nov March May	<ul style="list-style-type: none"> • Analysis identifies trends and appropriate action taken 	
1.3	Staff supported in organising provision for vulnerable learners Examples include <ul style="list-style-type: none"> • Setting up and monitoring progress of interventions • Organising extra reading time with an adult for vulnerable learners • Training for staff as needed in planning for and delivering intervention groups • Training for volunteers in supporting reading 	AA MLT	Oct January April	<ul style="list-style-type: none"> • Provision maps for vulnerable learners created and monitored regularly • Children attending intervention groups make accelerated progress • Volunteers confident to support progress of reading in school 	
1.4	EY/Yr 1 coffee club running to support parents of children with little or no English to help them develop understanding of curriculum and how to support their child. Offer translated materials where appropriate and	KH	Summer	<ul style="list-style-type: none"> • Chn well prepared for KS1 • Parents supported • Vulnerable learners and parents make strong links with school staff 	

possible.				
Review				

TARGET 3 – All staff and pupils feel valued and represented				
Key Tasks/Actions	Who?	When?	Success criteria /Impact	Resources / cost
1.1 Start parent 'working party' with a focus around inclusion and curriculum: - How is inclusion shown in our school community and how can we make it even better? - How representative is our curriculum of both the wider world and our immediate school environment? - Review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.	RH SC SLT	Jan April June	<ul style="list-style-type: none"> • Feedback from families • Ensure we are reflecting of the our communities • Positive relationship with parents and communities 	
1.2 - Link to behaviour action plan - ensure derogatory language is not used or accepted within our school community. - Shared language document	SLT MLT	Aut – then ongoing	<ul style="list-style-type: none"> • Chn are clear on what is acceptable language and behaviour • Consequences clear if rules are broken 	
1.3 Scrutinise and develop the main policies in response to the teachings on the Racial Justice course Write <ul style="list-style-type: none"> • Racial justice policy Develop <ul style="list-style-type: none"> • Bi-lingual • Anti-bullying • Equality objectives and Equality information 	RH SC SLT (RJ working party)	Spring Summer	<ul style="list-style-type: none"> • Strong robust policies • Policies reflective of GA ethos approach to equality and racial justice. • Polices moderated with other schools that also attended RJ course. 	
1.4 Links with Hannah Cleevely around mental health / racism and ethnic minorities.	SC	Spring/su mmer	<ul style="list-style-type: none"> • All groups well supported and MH issues are considered 	
1.5 Signing up to the Anti-Racist pledge – promotion with staff and parents	SC SLT	Autumn/S pring	<ul style="list-style-type: none"> • Raise school profile of being anti-racist. Staff and parents understand what this means in practice. 	
Review:				