

Introduction

Our Equality Objectives have been developed in line with the *Equality Act 2010* and Wellspring Academy Trust's Equality Statement, Policy and Objectives. These objectives are part of our commitment to promoting equality and providing an inclusive school.

Objectives - progress detailed to date and evaluated.

Objective	Reason	How	Who	When	Progress
Undertake an	To identify any	Reply to the Trust's Equal	CG to	Ongoing	Equal opp monitoring has been completed by all
ongoing analysis	potential	Opportunities	carry out		staff.
of equal	inequality,	Monitoring Form,	ongoing		Feedback identifies the large number of gender
opportunities	demonstrating	identifying any areas of	analysis		inequality in the school. However this has begun
	that the school is	potential inequality	feedback		to change with appointments of coaching staff.
	attempting to	and report to the	to Trust.		Ethnicity and diversity equality has begun to
	eliminate	Governing Body with the	То		change in this years cohort.
	discrimination	findings	continue		Progress has already been made with an
	and advance		ongoing		increased representation of sub -groups in our
	equality		targeting		staffing cohort.
					Promotion of a variety role models addressed
					throughout the staff profile and flexible approach
					to working patterns and child care.
					Ethnicity - the diversity of the staff population is
					beginning to widen as a direct result of
					recruitment processes and local and wider
					partners.
Promote spiritual,	To ensure that	Use Assembly times to	A Spivey	Onoging	Monitor progressed through Curriculum QA – EB
moral, social and	our school	reference spiritual,	and K		and MG
cultural	community	moral, social and cultural	Lamb to		Feedback through termly Curriculum Managers
development	understands that	themes and provide time	continue		report.
through all	we live in a	for pupils to reflect on	to drive		
appropriate	diverse country	these	through		Clear monitoring process now encourages and
curricular	that recognises,	Resource the school with	assembli		ensures that our staff are building these into their
opportunities,	celebrates and	stories from other	es linked		planning.

with particular reference to issues of equality and diversity	tolerates different views, faiths and cultures	cultures and to ensure that childrens' home lives and familiar things are represented in school activities such as home corners and imaginative play Develop a programme of visitors organised for assemblies to share different faiths and cultures	to Curricul um Manager intent and outcome – EB/MG		We have introduced the 'STARBOOKS' Reading snug in the main corridor which focuses on stories from other cultures. Impact clear in progress of pupils reading In October, Black History month was recognised and celebrated across all year groups in school. Focus each year moving forward Every year group in school moving forward will have a different religious visit/ experience or visitor to help children understand different faiths. We have remapped for 2020-2021 the english curriculum and thus ensured both authors and characters in books represent the wider/ diverse community. Impact evident in curriculum and literacy qa Assemblies have been planned and delivered in class to reflect key issues such as Black History Month, Anti-Bullying, Children in Need. Ongoing PSHE QA learning walk demonstrated great questioning around school, particularly about
					PSHE QA learning walk demonstrated great questioning around school, particularly about stereotypes and self-esteem. Real in depth questioning from teachers.
Eradicate prejudice related bullying in relation to the protected characteristics	Eliminate unlawful discrimination, harassment and victimisation and other conduct	Create an effective system for recording incidences of discriminatory behaviours	Pastoral team and Well-bei ng team. CW/SAA	Autumn 1 - CPOMS firmly estbalished Policies in place	Policy in place. Swift identification of any issues and action taken . STaff made fully aware of procedures and actions to be taken - whistle blowing.

listed in the Equality Act 2010	prohibited by the Act.	Ensure systems guarantee swift identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording.		Ongoing through year - assemblies, curriculum input	CPOMS used robustly to target any cases of bullying. Thrive approach actioned in school. Assemblies promote and target specific issues with outside agency support.
Increase staff awareness of Equality and Diversity	To ensure that our staff understand that we live in a diverse country that recognises, celebrates and tolerates different views, faiths and cultures	All staff to complete the Trust's Equality & Diversity training module	All staff	Summer 2	Focused and dedicated staff meetings to be planned each half term to focus upon equality and diversity training module

gaps in attainment and achievement between people who share protected and interests and protected and those who students eligible for free-school meals, students with special educational needs and disabilities and looked after children Improve parental engagement by coming into school and being part of the learning experience Improve parental engagement by coming into school and being part of the learning experience Improve parental engagement by coming into school and being part of the learning experience Improve parental engagement by coming into school and being part of the learning experience Improve parental engagement by coming into school and being part of the learning experience Improve parental engagement by coming into school and being part of the learning experience Improve parental engagement by coming into school and being part of the learning experience Improve parental engagement by coming into school and being part of the learning experience Improve parental engagement by coming into school and being part of the learning experience Improve parental engagement by coming into school and being progress meeting s. Improve parental engagement by coming into school and being progress meeting s. Improve parental engagement by coming into school and being progress meeting s. Improve parental engagement by coming into school and being progress meeting s. Improve parental engagement by coming into school and being progress meeting s. Improve parental engagement by coming into school and being progress whethings. Improve parental engagement by coming into school and being progress and interests and looked fitters. Improve parental engagement by coming into school and being progress whethings. Improve parental engagement by coming into school and being progress deutstination into school and being progress deutstings. Improv	Actively close	Advance equality	Modify provision in order	SW to	Half termly Pupil	Measured in data capture half termly and SMT
attainment and achievement between people who share between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children Himprove parental engagement by coming into school and being part of the learning part of the learning part of the learning part of the learning severable. In the progress meeting s. Half termly data capture tracks and analyses progress and attainment for phase, whole class, gender, SEN FSM, and LAC. These are populated on the Pupil Progress Proforma staff have for each year group. The proforma tracks the historical data patterns for each year group and allows for easy comparisons amongst key groups. Half termly data capture tracks and analyses progress and attainment for phase, whole class, gender, SEN FSM, and LAC. These are populated on the Pupil Progress Proforma staff have for each year group. The proforma tracks the historical data patterns for each year group and allows for easy comparisons amongst key groups. Ability termly pupil progress, staff are active in creating 3 Work Watch children per half term. These children are ones flagged up' within meetings because there needs to be some focus/Intervention put in place to 'close the gaps.' During the following PP meetings, impact conversations where these children are then picked and the cycle is repeated. Home learning tasks on google classroom are well planned and differentiated so 'access for all' can be achieved. Those without the resources to access from home are provided with the loan chromebooks/ipads to allow this to happen. Progress made in the broad, balanced development of our school Curriculum has allowed these children to access a variety of topics that have for each year group. Work Watch children per half term. These children per ones 'flagged up' within meetings because there needs to be some focus/intervention put in place to 'close the gaps.' During Pupil Progress and attainment for phase, whole class, ge	gaps in		1	drive		· · · · · · · · · · · · · · · · · · ·
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and Maths. We have recently invested in Now						and Maths. We have recently invested in Now

	Press Play which is an immersive learning experience to allow pupils to actively engage in tasks at all levels, regardless of ability. This in turn provides the key stimulus when taking learning back into the classroom.
	All of the above ongoing as targeted approach inclusive of 1:2:1 tutoring in school to narrow the GAP which has been significantly stretched due to COVID19

Review date: Summer 202