



EQUALITY OBJECTIVES

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

<p>with particular reference to issues of equality and diversity</p>	<p>tolerates different views, faiths and cultures</p>	<p>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</p>	<p>to Curriculum Manager intent and outcome – MG</p>		<p>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</p> <p>In October, Black History month was recognised and celebrated across all year groups in school. Focus each year moving forward</p> <p>Every year group in school moving forward will have a different religious visit/ experience or visitor to help children understand different faiths.</p> <p>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</p> <p>Assemblies have been planned and delivered in class to reflect key issues such as Black History Month, Anti-Bullying, Children in Need. Ongoing</p> <p>PSHE QA learning walk demonstrated great questioning around school, particularly about stereotypes and self-esteem. Real in depth questioning from teachers.</p>
<p>Eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010</p>	<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.</p>	<p>Create an effective system for recording incidences of discriminatory behaviours Ensure systems guarantee swift</p>	<p>Pastoral team and Well-being team. CW/LD</p>	<p>Autumn 1 - CPOMS firmly established Policies in place Ongoing through year - assemblies, curriculum input</p>	<p>Policy in place. Swift identification of any issues and action taken</p> <p>Staff made fully aware of procedures and actions to be taken - whistle blowing. CPOMS used robustly to target any cases of bullying. Thrive approach actioned in school.</p>

		identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording.			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

<p>Actively close gaps in attainment and achievement 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</p>	<p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>	<p>Modify provision in order to meet children's needs and interests</p> <p>Identify specific interventions for Literacy and Numeracy</p> <p>Improve parental engagement by coming into school and being part of the learning experience</p>	<p>SW to drive acceleration of pupil progress in key vulnerable groups through QA and half termly pupil progress meetings.</p>	<p>Half termly Pupil progress meetings. Termly Curriculum Managers Meetings.</p>	<p>Measured in data capture half termly and SMT half termly feedback then to GB</p> <p>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.</p> <p>The proforma tracks the historical data patterns for each year group and allows for easy comparisons amongst key groups.</p> <p>During 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/groups are discussed in depth. Another 3 children are then picked and the cycle is repeated.</p> <p>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 clear and purposeful cross curricular links to core areas.</p> <p>Writing is a key area within school where progress and attainment is consistently lower than Reading and Maths. We have recently invested in Now</p>
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Review date: Summer 2023