

## 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 – MG
moral, social and	our school	reference spiritual,	and K		Feedback through termly Curriculum Managers
cultural	community	moral, social and cultural	Lamb to		report.
development	understands that	themes and provide time	continue		
through all	we live in a	for pupils to reflect on	to drive		Clear monitoring process now encourages and
appropriate	diverse country	these	through		ensures that our staff are building these into their
curricular	that recognises,	Resource the school with	assembli		planning.
opportunities,	celebrates and	stories from other	es linked		

with particular	tolerates	cultures and to ensure	to		We have introduced the 'STARBOOKS' Reading
reference to	different views,	that childrens' home lives	Curricul		snug in the main corridor which focuses on
issues of equality	faiths and	and familiar things are	um		stories from other cultures. Impact clear in
and diversity	cultures	represented in school	Manager		progress of pupils reading
,		activities such as home	intent		
		corners and imaginative	and		In October, Black History month was recognised
		play	outcome		and celebrated across all year groups in school.
		Develop a programme of	– MG		Focus each year moving forward
		visitors organised for			,
		assemblies to share			Every year group in school moving forward will
		different faiths and			have a different religious visit/ experience or
		cultures			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 ga
					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
					stereotypes and self-esteem. Real in depth
					questioning from teachers.
Eradicate	Eliminate	Create an effective	Pastoral	Autumn 1 -	Policy in place.
prejudice related	unlawful	system for recording	team	CPOMS firmly	Swift identification of any issues and action taken
bullying in	discrimination,	incidences of	and	established	
relation to the	harassment and	discriminatory	Well-bei	Policies in place	Staff made fully aware of procedures and actions
protected	victimisation and	behaviours	ng team.		to be taken - whistle blowing.
characteristics	other conduct		CW/LD	Ongoing through	CPOMS used robustly to target any cases of
listed in the	prohibited by the	Ensure systems		year - assemblies,	bullying.
Equality Act 2010	Act.	guarantee swift		curriculum input	Thrive approach actioned in school.

		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

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 and interests and those who and those who and those who are appropriate to school and being progress of the progress and to the supplied to the learning school and being progress and to the supplied to the progress and to the supplied to the progress and the supplied to the progress and to the progress and to the supplied to the	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 sequences of the children of the companies of the compani	gaps in		1	drive		· · · · · · · · · · · · · · · · · · ·
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students eligible for free-school meals, students with special educational needs and disabilities and looked after children  All progress made in the broad, balanced development of our school and being part of the learning and looked after children  All progress made in depth 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/jpads to allow this to happen. Progress made in the broad, balanced development of our school where progress and looked these children to access a variety of topics that have clear and purposeful cross curricular links to core areas.  Writing is a key area within school where progress	and all groups of	characteristics	interventions for Literacy	progress	Meetings.	gender, SEN FSM, and LAC. These are populated
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						Writing is a key area within school where progress
and attainment is consistently lower than Reading						and attainment is consistently lower than Reading
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 2023