



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 year's 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 of 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>

<p>Aim to develop a diverse staff team which includes staff of different genders, races, backgrounds and abilities</p>	<p>To ensure staff team is as representative of school community as is possible</p>	<p>Ensure recruitment processes are transparent, full and fair.</p>	<p>cg/Govs</p>	<p>Ongoing</p>	<p>Clerk supporting governor recruitment efforts. Documentation revised and included for summer recruitment 2023/24 Biographies included on WAT website/TWITTER/FACEBOOK to encourage applications from a more diverse range of individuals.</p>
<p>'Usualise' the presence of people with disabilities, different races, religions and gender within our curriculum to ensure representation across all 9 Protected Characteristics</p>	<p>To ensure our school community is exposed to and understands a variety of communities to promote mutual respect and tolerance.</p>	<p>Ensure that opportunities to show diversity are woven into the curriculum to make it part of the 'usual' practice for children to be exposed to a variety of representation within their curriculum. Ensure that texts chosen for our curriculum have a wide representation of gender, sexual orientation, religion and race. Provide staff with examples of where 'usualising' can take place within the curriculum. Equality and diversity will be fully integrated into</p>	<p>MG/AS to ensure that it is woven into the curriculum in a variety of ways. SW to examine how it can be woven into mathematics</p>	<p>Ongoing</p>	<p>A variety of English texts are mapped and woven through the curriculum that have a variety of authors. Texts within our reading corners in the classroom also demonstrate people of a variety of faiths, regions, races and families to ensure our children see a wide variety of representation. A variety of different historical figure studies are woven into the curriculum to ensure that children have exposure to different people throughout world and British history.</p>

		the learning experience and will be evident in curriculum planning, developing schemes of work and delivering teaching, learning and assessment.			
Promote 'actualising' of the 9 Protected Characteristics through a rigorous programme of study both through texts and in assemblies.	To ensure that our school community recognises people of all different backgrounds are equal and can succeed. To ensure that children understand the history of important key figures that have helped shape the LGBTQ+ community.	<p>Use Assembly times to reference spiritual, moral, social and cultural themes and provide time for pupils to reflect on these</p> <p>Resource the school with stories from other cultures and to ensure that children's home lives and familiar things are represented in school activities such as home corners and imaginative play</p> <p>Develop a programme of visitors organised for assemblies to share different faiths and cultures.</p> <p>Further embed the school communities' understanding of cultural differences.</p>	A Spivey and K Lamb to continue to drive through assemblies linked to Curriculum Manager intent and outcome – MG	Ongoing through year - assemblies, curriculum input	<p>Monitor progressed through Curriculum QA – MG Feedback through termly Curriculum Managers report.</p> <p>We have the 'STARBOOKS' Reading snug in the main corridor which focuses on stories from other cultures. Impact clear in progress of pupils reading</p> <p>Assemblies are planned to celebrate and promote Pride month each year.</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 2023-2024 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>To provide pupils with an increased capacity to make appropriate language choices</p>		<p>Through the PSHE curriculum, teach children about discriminatory terms and the impact of these on others. Enable staff to use appropriate rephrasing, mirroring and redirection communication techniques in order to model appropriate language use Provide ongoing pastoral support via assemblies, intervention and restorative practice to enable pupils to develop an inclusive approach to the wider community Use targeted intervention to develop empathy regarding identity Develop staff advocacy of inclusive language within pupil on pupil social interaction</p>	<p>All staff</p>	<p>Ongoing</p>	<p>PSHCE curriculum continues to be an are of strength within the curriculum and has been revised in 2023-24 in line with the updated Jigsaw scheme and the RSE curriculum. This is ongoing with each teaching cycle.</p> <p>Through the celebrating difference unit, pupils are taught discriminatory terms and the impact of these on others.</p> <p>A considered approach was taken to Anti-Bullying week to address themes identified locally.</p> <p>Ongoing pastoral support is provided through assemblies and the school values promote an inclusive environment.</p>
<p>Ensure the school environment is accessible as possible to all pupils, staff and visitors.</p>	<p>Advance equality of opportunity between people who share protected characteristics</p>	<p>Keep accessibility plan up to date</p>	<p>CG</p>	<p>Building compliant at handover.</p> <p>Weekly meeting with the project</p>	<p>The staff team has grown in diversity, both amongst teaching staff and admin/ support staff. Implementation of SEND rooms upstairs. Ongoing as team builds</p>

	and those who do not			team as building works progress.	
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<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 invested in Now Press Play</p>
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					<p>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.</p>
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<p>Have key text drivers woven into the guided reading curriculum to promote PD and tackle subjects such as gender equality and protected characteristics.</p>	<p>To ensure that our school community recognises people of all different backgrounds are equal and can succeed. To ensure that children understand the history of important key figures and that they are exposed to a variety of texts from different writers with different backgrounds, beliefs and cultures.</p>	<p>a sequenced and well planned series of books that are planned across the year for each year group. This will ensure the books are taught with purpose.</p> <p>MG created a long term plan with all of the key texts mapped out.</p> <p>Staff meeting where all of the texts are shared with staff and talked through why each text was chosen and how to teach guided reading through the text.</p>	<p>MG and As to monitor and QA through the writing and reading.</p>	<p>ongoing.</p>	<p>Texts are more diverse across the school. Children are exposed to a variety of high quality texts that promote diversity and inclusion and therefore are able to talk confidently about these subjects during whole class discussions.</p> <p>Children are exposed to a wider variety of texts and authors too and therefore their breadth of understanding has been expanded.</p> <p>Immersive learning opportunities mean that the children are always learning how to be tolerant of people different from themselves and therefore are both unconsciously and consciously learning this.</p>
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Review date: Summer 2025