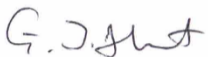
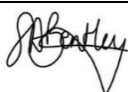
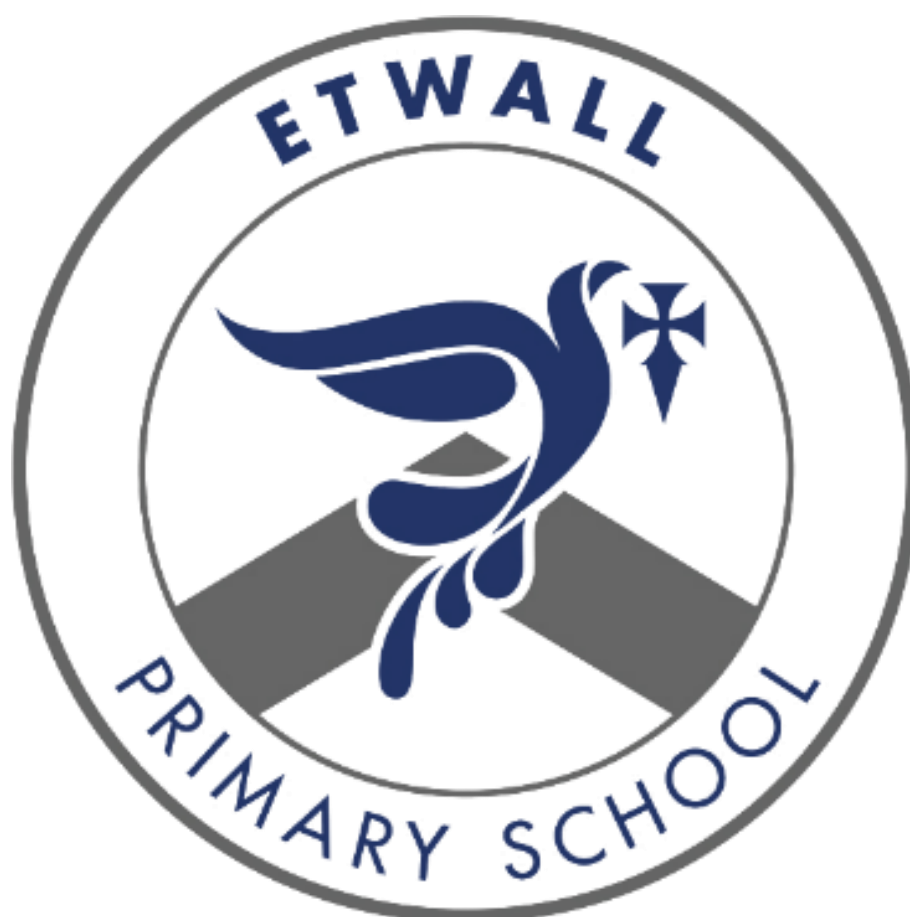


Document owner	Etwall Primary School	Approved by:	Full Governing Board
Author:	Sarah Bentley	Minute number	17/21-22 m) 16/23-24/P
Version:	September 2021	Next Review of Objectives	September 2025
Signed by Chair of Governors		Signed by Headteacher	
This policy has been reviewed on 23/08/2023 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			

Equality Objectives 2021-2025



Ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

Equality Objective

To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

Over the next four years, reduce the percentage of prejudice-related bullying or hostility, particularly in relation to homophobia, sexism and people who are disabled or who have learning difficulties, as well as our continued focus on reducing incidents of racism.

Why we have chosen this objective:

In analysing behaviour incidents over the past 18 months and discussing behaviour with staff, ensuring that our pupils are respectful and use respectful language is an important area for us to work on over the long term.

We have had isolated incidents of fighting as a result of derogatory language based on learning disability, racist comments made and shared with others and our older girls have experienced inappropriate sexual language and behaviours, both in and out of school. Although isolated, we work towards a 'nil return' for these issues.

To achieve this objective, we plan to:

- Plan and teach lessons on issues around respectful behaviour, peer on peer abuse and bullying as part of our regular, planned approach to Relationships Education.
- Through a planned approach in assemblies and a reactive approach where necessary, foster a culture where it is the norm for children to speak up when they experience or are witness to abuse or bullying.
- Choose anti-stigma ambassadors and elevate their role in school to support other children
- Provide more frequent and regular safeguarding and behaviour training for staff with regards to tackling racism, sexual violence and other such behaviours.
- Identify, respond and report incidents on CPOMS, running reports on all protected characteristics, rather than just racist incidents.
- Discuss behaviour incidents related to protected characteristics at governing board committee meetings to ensure that we raise the profile of this area of need.

Responsibility for leading this objective

Senior Leadership Team

Timing – When do we expect to see signs of progress or success?

Reduction in incidents show by July 2023 and each year afterwards

Success Criteria

Monitoring of behaviour incidents is added to CPOMS, creating additional sub-categories so that senior leaders (HT/DHT/Phase Leaders) can track incidents which are related to any of the protected characteristics.

Report to governors on behaviour incidents linked to protected characteristics in HT report or other behaviour reports, as appropriate

Track % of incidents for each category

See reduction in % of incidents for prejudice-related behaviours

Pupils, parents and staff feel confident in how the school deals with incidents of prejudice-related bullying if they arise

Monitoring of Progress:

Our anti-stigma ambassadors meet regularly and have been part of assemblies recently, raising their awareness as a group. They meet with Mrs Giles, SENCO, and they are currently working on improving wellbeing across the school.

In Spring 2022, we held Speak Out assemblies for both KS1 and KS2 to encourage children to tell an adult if they witnessed or felt bullied themselves. This assembly encouraged two children to speak to us about their concerns which we were able to resolve with support those children in handling difficult situations with friends or peers. This was important in children knowing that they had control and could be supported to manage the situation according to their age and own confidence.

Tracking on CPOMS shows minimal incidents for protected characteristics at this current stage.

The safeguarding report template has been updated so that governors will receive reports on incidents for all protected characteristics, rather than racial incidents only. This will be shared in summer 2022.

Autumn 2022

Reports to governors on safeguarding and behaviour now include a half-termly update on the number of incidents of discriminatory language or behaviours. This ensures that we can easily track the number of incidents and monitor our progress towards the target of a nil return.

During Autumn 2022, we have had 2 incidents of racial language being used. This language was not targeted towards an individual of a different race but was, nevertheless, treated seriously with sanctions in place, conversations with parents and

a restorative approach used to educate as to why the language used was unacceptable. Other children reported the language which demonstrates their understanding of unacceptable language and a no-tolerance approach at Etwall.

July 2023

Reports to governors show that there is very few incidents related to discriminatory language or behaviours. Of incidents that have occurred this year, three incidents were by two children in the same family. Work was completed with these children on an individual basis to ensure that they understood why their behaviour and language was inappropriate and to help them understand the impact of this on other children.

July 2024

Reports to governors continue to evidence that there are very few incidents related to discriminatory language or behaviours. Of incidents that have occurred this year, two incidents were by two children in the same family. Neither child appeared to understand the impact of their language or that it was considered racist. Nevertheless, consequences were imposed so that the children understood the harm caused by discriminatory language.

Equality Objective

To foster good relations between people who share a protected characteristic and those who do not

Over the next four years, promote and enhance the cultural capital within our school and the wider community, including beyond the village of Etwall to bring a sense of shared belonging and understanding of different religions and cultures.

Why we have chosen this objective:

Our community is predominantly a White British community in a village location and so our children have limited experience of other lifestyles, cultures and beliefs. In line with British Values and in order to ensure that children are aware of, tolerant of and supportive of others, it is important that we plan and deliver a curriculum that is diverse and celebratory of different ways of life. We have parents and community members who could share their own beliefs and culture to support the development of cultural and social capital for all of our pupils.

To achieve this objective, we plan to:

- Plan and teach lessons on issues around respecting difference as part of our regular, planned approach to Relationships Education.
- Through a planned approach in assemblies, foster a culture where children learn about different cultures and where they hear about the cultures and beliefs shared by those within their school.
- Respond to world news/current affairs issues, especially those related to any individuals with protected characteristics through collective worship by using Picture News, especially with KS2 children.
- Develop our programme of educational visits based on places of worship and develop children's knowledge of other cultures through visitors in assembly or as part of planned curriculum work.
- Develop our links with people in the community who could visit school and talk in assemblies about their jobs or roles in society.
- Promote the school's position regarding equality through communication channels with parents so that there is a shared appreciation of diversity and British Values

Responsibility for leading this objective

PSHE lead – relationships education
Senior Leadership Team

Timing – When do we expect to see signs of progress or success?

By end of July 2023, when all pupils have completed a complete cycle of phase planning (2 year cycles)

Success Criteria

Monitoring of PSHE and Relationships Education demonstrates that teachers are planning and teaching appropriate lessons around respect, difference and diversity and that this is evidenced in books.

There is an assembly/collective worship plan in place which includes planned approaches to different cultures through stories, books, art and music and more reactive assemblies are added retrospectively to this plan to monitor at the end of the year.

Over 3-4 years, children visit a place of worship at least every year and over time, visit places of worship from a variety of different religions.

A log is kept of the different speakers who have presented at school (using the external speakers guidance to ensure that content is risk assessed prior to presentation) during collective worship or through other curriculum related activities.

A variety of communication from school demonstrates the school's position – Dojo, Eschools, newsletters etc.

Monitoring of Progress:

All children from Y1 upwards have visited the Open Centre in Derby this year. In subsequent years, we will ask the PTFA to fund the coach travel so that the trip can always go ahead, regardless of parental contributions.

An external speakers log is kept – we have not yet had any speakers visit from different places of worship.

Children have been part of the Etwell well-dressing community event this year to celebrate their own cultural heritage. Y3/4 children have learned to maypole dance and Y5/6 children have taken part in creating the art for the well dressing boards.

Assembly approach needs to be planned as next step.

Summer 2022

A series of subject specific assemblies were held to highlight the work and life of key figures in the history of science, maths, history etc. Those chosen were of a variety of backgrounds and included those with protected characteristics to ensure that children saw leaders that were 'the same' as them.

Autumn 2022

Our 'Show Racism the Red Card' day raised awareness of the issues faced by some people affected by racism and offered all the opportunity to show empathy and understand the reasons for our focus. This awareness day was shared with parents on the school newsletter to ensure that we got the message out into families as well as working with our children.

A staff meeting on Diversity was led by Tiz Bradley who shared a powerful TEDTalk from one of our school governors about diversity in schools. All staff then completed work in their own subjects to ensure that leading figures were from a diverse background.

July 2024

A series of assemblies was implemented focusing on inclusion and diversity. This included stories such as 'Mixed', 'The New Jumper – The Hueys', 'Dogs Don't do Ballet', 'Perfectly Norman' to reflect our school community and issues that children in school may face. In assemblies on Significant Individuals in PE, focus was shared between male and female sports people and those of different ethnic backgrounds, including African-American and Brazilian to reflect our school community.

British Values assemblies have also featured this year in order to ensure that children are aware of these and can talk about how we demonstrate British Values in our every day life.

Next steps:


Monitor books for evidence of lessons planned and delivered with a focus on respecting difference and diversity.

Long term assembly plan with inclusion focus each year

Plan in visiting speakers due to rising costs of trips out of school

Equality Objective	To foster good relations between people who share a protected characteristic and those who do not
To promote spiritual, moral, social and cultural development through the provision of high quality reading materials with a diverse range of content to celebrate all protected characteristics.	
Why we have chosen this objective:	
As part of our expansion project, we have a brand new library for September 2021 onwards. As part of auditing our current reading materials, it became quickly evident that we have many old books which are not reflective of the need for our children to read about a wide range of cultural and social situations. As new books are needed, it is important that we use this opportunity to ensure that they represent different families, different cultures, different beliefs etc and that the main characters are not gender stereo-typed in new books that we buy in.	
To achieve this objective, we plan to:	
<ul style="list-style-type: none"> • Weed out unsuitable reading material and continue this as an ongoing project • Fundraise and seek external funding for new reading materials. • Use a book consultant to plan our choice of reading materials to ensure that a wide variety of books are chosen and to ensure that our selection is diverse • Develop our older children as librarians who can recommend books to others and who can promote the positivity and power of reading for a greater understanding of the world outside Etwall. • Promote the school's position regarding equality through choosing books for the curriculum that are diverse and celebrate those with protected characteristics. 	
Responsibility for leading this objective	Timing – When do we expect to see signs of progress or success?
HT English lead	By end of July 2022 and ongoing after that

Success Criteria
Books containing inappropriate words/stereotypes or language are removed from the school library.
A diverse range of books are shared in assembly on a regular basis to expose children to reading material that they might not otherwise choose for themselves.
A log is kept of all new books ordered and those chosen to support diversity/cultural capital/social/spiritual/moral themes are highlighted where possible.
The new school library contains a range of books to choose from and recommended books include those with a variety of cultural/moral/social/spiritual themes
Funding is in place to continually update and resource our school library.

Monitoring of Progress:
 <p>Adobe Acrobat Document</p> <p>Object attached is the book list of books chosen for the new school library with a specific Diversity link. Although most inappropriate books have been removed from the library, this will be an ongoing project as children return books that they might have had at home.</p> <p>Classrooms all have books specifically chosen for reading corners that are also broad and balanced with diverse characters and topics considered.</p> <p>Autumn 2022 Our chair of governors won 100 books authored by people of colour. These were received in school and distributed to ensure that classroom libraries had appropriate texts with a diverse range of authors and characters. These were used immediately by children in Y3/4 during their work on biographies as a range of biographies were included and could be referenced and read by the children.</p> <p>July 2023 Curriculum plans have been updated to ensure that texts and significant individuals studied have a diverse range of characteristics. Subject leads have actioned this during this academic year.</p>

Equality Objective

To advance equality of opportunity between people who share a protected characteristic and people who do not share it

Over the next four years, we aim to narrow or close the gap between the percentage of boys compared to girls and Pupil Premium(PP) compared to non-Pupil Premium(NPP) children achieving the expected standard in reading, writing and maths at the end of KS2.

Why we have chosen this objective:

Although in 2021, end of key stage 2 assessments were cancelled due to the worldwide pandemic, internal school-based assessments were completed and showed the following for combined achievement in Reading, Writing and Maths:

	All	Boys	Girls	PP	NPP	EAL	Not EAL
Expected Standard	43%	33%	52%	29%	45%	44%	43%
Above Expected Standard	5%	2%	8%	0%	6%	0%	5%

Our data demonstrates that boys are not achieving as well as girls with their combined attainment with a percentage gap of 19 percentage points.

For children who are eligible for Pupil Premium Grant, the percentage point gap is 24% which is even greater than the gap between boys and girls.

To achieve this objective, we plan to:

- Use summative assessments to quickly identify those boys at risk of not meeting the expected standard in one or more subjects
- Put in place support that is additional to the quality first teaching that all pupils are expected to receive. This support may be one-to-one tuition, small group booster sessions or evidence-based interventions to accelerate progress.
- Raise the profile of these groups of children within Pupil Progress Meetings, discussing their individual learning needs

Responsibility for leading this objective

SLT including: HT
DHT – Assessment Lead
English lead and Maths Lead

Timing – When do we expect to see signs of progress or success?

By end of July 2022 and ongoing reduction in gaps between groups after that

Success Criteria

Progress figures for identified groups of children will be in excess of expected as measured on standardised scores

Gaps between identified groups will narrow in accordance with numbers of children within each group

Pupil Premium expenditure plan will demonstrate impact of PP funding

Pupil Progress Meeting notes will demonstrate how well staff know the learning needs of individuals within these identified groups

Core subject leaders will identify training and monitoring to support the accelerated progress of these groups.

Monitoring of Progress:

Pupil Premium strategy to be evaluated in September 2022. Pupil Progress meetings focus on progress for children eligible for the grant and their support plans are evaluated to ensure that their progress is accelerated if they are falling behind. All teachers know who their PP children are and what their individual needs are. They are prioritised for government funded tuition.

Autumn 2022

PP Report to Govs
Sept 2022.pdf



Progress for Govs -
PP & SEND.pdf

Equality Objective	To advance equality of opportunity between people who share a protected characteristic and people who do not share it
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Over the next four years, we aim to ensure that our wider curriculum activities are attended by all those that want to attend, regardless of whether they are disadvantaged/PP or not. We aim to include after school clubs that are appealing to all children who are eligible for PP to ensure that they experience additional cultural capital opportunities.

Why we have chosen this objective:

As schools return in September 2021 with many restrictions lifted, we have the opportunity to ensure that children experience a wide-range of activities and opportunities that have not been possible over the last 18 months. With a reduction in the length of the school day, this has given us the opportunity to plan in additional after-school clubs, led by our own staff and outside providers. It is important that all children are able to experience these activities, and that those who have a protected characteristic, such as socio-economic (Pupil Premium) or SEND are able to attend.

To achieve this objective, we plan to:

- Offer a wider range of after-school/extra-curricular experiences for all children
- Prioritise places for PP/SEND/EAL children in clubs, making effective use of Pupil Premium funding if there is a cost to the club.
- Ensure that there is a balance of boys/girls, especially in sport clubs which have often had a gender bias towards boys
- Collect information using Pupil Voice on the range of clubs children would like to experience.

Responsibility for leading this objective

Timing – When do we expect to see signs of progress or success?

Deputy Headteacher

By end of July 2022 and ongoing after that

Success Criteria

A wide range of after school clubs are in place and available for children across the whole school

Registers are in place for each club and identified groups are prioritised for attendance

DHT tracks percentage of identified groups attending after school clubs to ensure that those in protected characteristic groups are positively represented

Parent and pupils voice shapes the range of clubs available

Monitoring of Progress:

July 2023

A wide range of clubs have been offered this year with children eligible for PP prioritised for attendance. DHT keeps a track of all children attending clubs so that attendance for PP children can be monitored.

Pupil voice needed to identify possible clubs for next academic year.