

Equalities Objectives 2024-28

Objective	Outcomes	Measured by	Activity	Lead	Evaluation
To strengthen the schools provision for pupil well-being and ensure the school's behaviour policy and practice does not impact negatively on equalities groups	<p>Exclusions are kept to an absolute minimum</p> <p>All pupils enjoy school and attend regularly</p> <p>Pupils with SEMH issues are supported and the number of significant behaviour incidents is reduced. Support provided for families of pupils with SEMH issues.</p>	<p>Reduction of number of exclusions (previously 1 child with 17 exclusions) over this period.</p> <p>Analysis of exclusion figures indicates no specific groups are disproportionately represented (esp FSM/LAC).</p> <p>No group is over-represented in unauthorised absence figures (SEN/FSM)</p>	<ul style="list-style-type: none"> Attendance monitored half termly and followed up with parents if below 95%. PP and Vulnerable groups to be tracked across a range of key indicators: Progress, attendance, homework, engagement in extra-curricular activities etc. To ensure behaviour charts are used consistently to recognise and reward positive behaviour as well as address negative behaviour To record significant behaviour issues on Integris and monitor. To liaise with the Wellbeing Service, to provide support and training for staff and some direct work with pupils and families. Whole staff training on LAC/adopted pupils and on attachment theory. Emotion coaching with whole school staff 	<p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p> <p>SENCO</p>	
To ensure curriculum provision does not impact negatively on equalities groups	All pupils and all year groups make good progress	<p>Analysis of data indicates no significant gaps between groups. Particularly monitor increasing number of pupils who are EAL/BME minorities and provision that enables them to engage with learning</p>	<ul style="list-style-type: none"> Three assessment points per year Analysis of data and pupil progress meetings 3 teaching reviews per year Regular book scrutinies Regular in house/cluster/CYC monitoring Review of TA deployment Monitoring of long term planning, Progression of Skills and Knowledge and assessment procedures to provide high quality and relevant experiences to inspire pupils. 	<p>Class Ts</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>All staff</p> <p>HT/SENCO</p>	
To raise attainment in writing for boys	Boys make good progress	Gap between boys and girls attainment is narrowed (esp EYFS and KS2)	<ul style="list-style-type: none"> Analysis of LA writers common issues through work scrutinies and pupil voice. Handwriting focus for consistency and resourcing to support development Review of teaching of spelling Spelling Frame implemented to track spelling progress Analysis of trends through SLT meetings. Training for staff to address issues. 	<p>AH</p> <p>Lit SL</p> <p>Lit SL</p> <p>Lit SL</p>	

To raise attainment for disadvantaged groups	Disadvantaged pupils make good progress	Gap between whole cohort and disadvantaged attainment is narrowed (particularly FSM/non-FSM pupils. Diff in 2024 was R=2%; W=4% and M=0%) Also consider forces family pupils who have recently joined.	<ul style="list-style-type: none"> • Analysis of data to track pupil progress. • All disadvantaged pupils part of Pupil Progress Meeting discussions. • Support provided for pupils and families through the Pupil Premium • Pupil Voice • Provide auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life. • Whole school training on Emotion Coaching • Whole staff training on LAC/adopted pupils and on attachment theory. 		
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The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

(a) increasing the extent to which disabled pupils can participate in the curriculum;

(b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

(c) improving the availability of accessible information to disabled pupils.

Next steps:

Curriculum teaching equality - PSHE

Group data

Behaviour Policy