



### EQUALITY OBJECTIVES ACTION PLAN 2021 - 2025

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Objective	Actions	Person/persons responsible	Timing	Impact (when reviewed)
<b>Raise awareness of equality and diversity:</b>	<ul style="list-style-type: none"> <li>Raise awareness of aims and objectives of policy by sharing with staff and the wider community</li> </ul>	CEO/Head of School	June 2021	<ul style="list-style-type: none"> <li>Staff applying equality objectives in daily practice.</li> <li>Parents have access to the policy on the websites and this has been used and adhered to when required.</li> <li>Trustees are able to effectively challenge the SLT on equality issues as detailed in the Trust minutes.</li> </ul>
	<ul style="list-style-type: none"> <li>Provide further staff training in all aspects of equality &amp; diversity to support staff understanding and awareness</li> </ul>	CEO/Head of School	June 2021	
				<ul style="list-style-type: none"> <li>Trustees are applying the Equality and Diversity training received from the NGA in their governance role through challenge and scrutiny of the SLT.</li> <li>Awareness of equality and diversity is embedded in whole school practice. This is evident in discrete teaching (eg. PSHE) and also, throughout the</li> </ul>

				<p>whole curriculum (e.g. the literature spine has been updated to include diverse texts and a range of authors - this is on the website).</p> <ul style="list-style-type: none"> <li>This reflects diversity and promotes equalities. Diversity is celebrated in all aspects of school life.</li> </ul>
<b>Meet statutory demands of the curriculum</b>	<ul style="list-style-type: none"> <li>Introduce all aspects of statutory RHE into the PSHE curriculum and continue to build a shared understanding of this work with parents/carers so they can support this at home</li> <li>Analyse pupil outcomes by protected characteristic group</li> </ul>	<p>Head of School/ PSHE lead</p> <p>Class teachers/Inclusion Leads/SSL/HoS</p>	<p>Spring 2021</p> <p>Twice a year assessment points. Half termly deep dives.</p>	
<b>Ensure tolerance and respect towards individuals who identify with any of the protected characteristics:</b>	<ul style="list-style-type: none"> <li>Ensure regular analysis of any negative behaviour incidents to identify any patterns related to protected characteristics, e.g. racism, and ensure any necessary</li> </ul>	<p>Head of School/Inclusion lead</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>Regular analysis by the DSL and pastoral care worker of reported incidents recorded on MyConcern have not shown any patterns relating to protected characteristics that have needed addressing. If</li> </ul>

	<p>action is taken to mitigate this, e.g. further education, involvement of parents/carers etc</p> <ul style="list-style-type: none"> <li>Utilise collective worship (assembly) opportunities to promote equality and diversity and to tackle issues of discrimination or oppression for any protected groups</li> </ul>	<p>Head of School/Assembly lead</p>	<p>Ongoing</p>	<p>patterns were identified swift action would be taken in the relevant way e.g. assemblies, extra PSHCE lessons, working with parents.</p> <ul style="list-style-type: none"> <li>Black History month was celebrated with all children in assembly, raising awareness of race and discrimination, also celebrating diversity and promoting equality. Key men and women were discussed.</li> <li>Musician of the month celebrates music and musicians from around the world, which allows the children to recognise diversity and is impacting on making them more world aware.</li> <li>We hold weekly Values assemblies and RR/Enrichment assemblies that help to promote and celebrate equality and diversity.</li> <li>In EYFS, a diverse range of stories are used at class worship time to promote equality and diversity. These are also used to tackle any issues that arise.</li> </ul>
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	<ul style="list-style-type: none"> <li>Respond to world news/current affairs issues (related to any individuals/protected characteristics) through assemblies (Picture News) or PSHE sessions</li> <li>Continue to promote the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of</li> </ul>	<p>Head of School/British Values lead</p> <p>Head of School/British Values lead</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>Other assemblies such as Paddington Post cards which looks at the work UNICEF carry out for children around the world and inspirational children also tackle issues of discrimination and oppression of protected groups</li> <li>Children enjoy taking part in Picture News sessions and PSHE lessons - they are contributing to the children becoming global citizens and recognising life beyond their locality. The children are able to identify and discuss when there are inequalities and rights not being met, by linking their learning to RR articles.</li> <li>All our policies are updated with an Equality Impact Assessment, which parents can view online.</li> <li>RR Steering Group and School Council meet regularly with the RR Lead Teacher and SC Lead</li> </ul>
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	diversity and/or British Values			<p>and check the class charters and discuss issues that arise.</p> <ul style="list-style-type: none"> <li>The curriculum has been updated and now includes a diverse range of significant individuals in different subjects - these are also shared with parents through newsletters, key learning fact sheets and the curriculum overviews on the website.</li> </ul>
<b>Undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report on this to the staffing Trustees of the Trust Board.</b>	<ul style="list-style-type: none"> <li>HR manager to maintain a record of recruitment data in relation to protected characteristics.</li> <li>HR manager to analysis data and present to Trustees.</li> </ul>	<p>HR manager</p> <p>HR manager</p>	<p>Ongoing</p> <p>Annually</p>	<ul style="list-style-type: none"> <li>Record of recruitment data is maintained and reported to the CEO.</li> </ul>
<b>Train all members of staff involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</b>	<ul style="list-style-type: none"> <li>Share with members of staff involved in recruitment the aims and objectives of the Equalities policy</li> <li>Provide further staff training in all aspects of equality &amp; diversity to support staff with recruitment</li> </ul>	<p>HR manager/CEO</p> <p>HR manager/CEO</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>HR staff attended protected characteristics training and have a good understanding of the legal requirements.</li> <li>SLT have completed NGA Equality, Diversity and Inclusion training and apply the guidance in the recruitment and selection of staff.</li> </ul>

<p><b>To systematically evaluate school policies and undertake Equality Impact Assessments as they come up for review.</b></p>	<ul style="list-style-type: none"> <li>• Full assessments are made on all school policies</li> <li>• All policies show due regard for the schools' duties under the Equality Act.</li> </ul>	<p>All school staff – to be monitored by CEO/HoS</p> <p>All school staff – to be monitored by CEO/HoS</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Full assessments are made by SLT as the school policy is due for renewal or following an update in guidance has been received.</li> <li>• Policies are amended and shared with the relevant staff and updated on the school websites for stakeholders (if required).</li> <li>• Trustees receive and review statutory policies on a policy review cycle.</li> <li>• The adjustments to the policies following the full assessments have benefited the children and the staff ensuring that the schools' duties are upheld under the Equality Act.</li> </ul>
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