

Broom Barns Primary School Equality Objectives 2023/24

| Policy and Practice | | | | | | |
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| Objective | Activity | Timescale | By whom | Resources | Impact | Year 2 & 3 actions |
| Ensure Equality action plan is manageable and fit for purpose. | Governors and SLT to agree AP | July 2024 | SLT | Policy file | School identifies priorities and actions to be taken. | Continue to monitor policies, procedures and practice for positive impact |
| Staff | | | | | | |
| All staff receive a copy of relevant equality documents as part of induction process. | Equality documents become part of induction pack. | Ongoing as new staff recruited. | DHT | Equality policy and action plan. | School staff are able to identify the specific actions and behaviours needed to promote equality in the context of their job /role | On-going programme of training. |
| Ensure that all the GB are clear about their responsibilities in the recruitment and selection of staff. | GB members and SLT staff to complete the Safer Recruitment Training. | Autumn 2024 | CoG HT | On-line course | Recruitment procedures ensure equality for candidates and recruit the best person for the role. | All staff vacancies full. |
| Race | | | | | | |
| Monitor and analyse racist incidents occurring within school | Monitor the racial incident log. Look for reoccurring Patterns. Include racist incident log in CPOMS. | Termly | SLT | Racial incident log | Racial incidents are lessened | On-going |
| Monitor and analyse pupil attainment & progress by ethnicity | Act on any trends or patterns in data that require additional support for pupils | Termly | SLT | FS KS 1 & 2 results data RAISEonline | All groups of pupils make good progress | Annually |
| Monitor and analyse pupil's behaviour by ethnicity | Act on any trends in the data that requires additional support for pupils | Termly | SLT | Behaviour logs Behaviour policy | Improved behaviour | On-going |
| Disability | | | | | | |
| Monitor and analyse pupil attainment by SEND. attainment | How well do SEND, pupils perform at the end of KS1 & 2 in comparison with all pupils? | Autumn 2024 | SENCO | Pupil progress meetings | Pupil progress tracked and interventions put in place where necessary. | On-going |
| Review after school activities provision to ensure equal opportunity of access. | After schools activities are monitored. | Termly | PE leader | Activities registers | All groups of pupils are able to access after school activities. | Review annually |

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| To ensure all classrooms accessible and/or ramp access. | Make greater use of outdoor quiet spaces when weather permits. | On-going | Site manager | Outside tables. Non ball game resources. | Improved use of quiet areas. | Review annually |
| To ensure the needs of all SEND children are met when planning a school trip, special event, sports event, OSHL and wraparound care | Provision map to be updated termly. All staff to be made aware of SEND pupils. SEND pupils mentioned specifically, on risk assessments. | Termly | All teachers and other adults to make senco aware of any changes to circumstances or of additions that need to be made to the Provision Map. | Provision Map | All adults better informed on pupil's needs. | Annually update. |
| Gender | | | | | | |
| Monitor and analyse pupil attainment & progress by gender | Act on any trends or patterns in data that require additional support for pupils | Summer 2024 | All Curriculum leads. | FS KS 1 & 2 results data | Ensure that all pupils make good progress | Annually |
| Monitor and analyse pupil's take up of after school activities by gender | Act on any trends in the data that requires additional support for pupils | Spring 2024 | PE leader | After school activities registers | Ensure that all pupils have access to after school activities | Annually |
| Disadvantaged | | | | | | |
| Embed approaches within the curriculum to challenge inequalities | All groups | All groups | Map knowledge contexts within all subjects, ensuring there is positive representation of all protected characteristics Provide a wider range of texts to represent groups with protected characteristics | Higher proportions of pupils say that they enjoy the curriculum and learning | 2022 -2024 | April 2024 |
| Ensure attainment for disadvantaged pupils is the same as for non-disadvantaged pupils* | Economic disadvantage | Pupils at risk of disadvantage | Ensure catch up premium impacts on children at risk of disadvantage | To ensure the difference diminishes between disadvantaged pupils and non-disadvantaged | 2022-2024 | April 2024 |

*Although not protected characteristics under the Equality Act 2010, our school is also committed to protect all members of our community from discrimination and harassment based on socio-economic disadvantage and appearance.