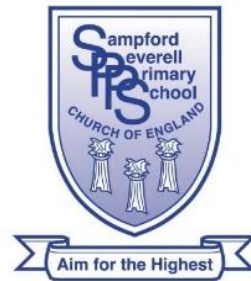


Sampford Peverell CofE Primary School Equality Plan



Our establishment has two specific duties to assist us in meeting our general duty, set out by the Equality Act 2010

They are:

- To publish information to show how we are complying with the equality duty.
 - *This must be updated at least **annually**.*
- To prepare and publish one or more specific and measurable equality objectives.
 - *at least every **four years**.*

This policy will be reviewed every four years by the Board of Trustees.

The implementation of the Equality Objectives will be reviewed and progress reported annually.
Our equality objectives are in response to this general duty.

Objective 1

To narrow the gap in attainment between groups of children.

Description of the improvement needed:

- Disadvantage pupils underperform compared to all children and fall below the national average at the end of KS2 for attainment.
- Girls attainment in maths is slightly below boys.

Key strategies to address this

| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
|--|------|---------|------------------------------------|---|
| To continue to monitor and analyse pupil achievement by group and act on any significant trends or patterns in data. | SP | Termly | Data analysis | <ul style="list-style-type: none"> - Through routine data analysis Arbor/cohort trackers - Through pupil progress meetings Where there are gaps, these will be narrowed through effective monitoring and intervention. |
| To identify ways in which pupils need additional support. | All | Ongoing | Staff meetings | <ul style="list-style-type: none"> - Lesson observation - Learning walks - SEND monitoring/reviews - Pupil conferencing - LGB monitoring - Progress meetings Precise adaptive teaching requirements will cater for the needs of pupils The data release at the end of the academic year will demonstrate progress. |
| To improve staffs' pedagogical understanding of questioning so that girls are encouraged to explain their mathematical thinking. | SP | Ongoing | Staff meetings | <ul style="list-style-type: none"> - Lesson observation - Learning walks - SEND monitoring/reviews - Pupil conferencing - LGB monitoring - Progress meetings Girls will have more opportunity to talk in maths lessons and explain their thinking. A range of questioning techniques (probing, show me boards, cold calling, say it again better) to facilitate this. |

Equality Objective 2

To improve the attendance between groups of children.

Description of the improvement needed:

Our key focus areas for the year, based on a review of the school's historic attendance information available, have been identified as:

- Reducing the number of children who are persistently absent (all groups)
- Improving the attendance of our most vulnerable groups (namely our pupil premium and SEND pupils)
- Reducing the number of term time holidays

Key strategies to address this

| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
|---|-------|---------|---|--|
| To regularly monitor attendance data to identify trends and need, then implement early intervention and additional support to improve attendance (especially in our most vulnerable groups) | SP/HE | Monthly | Data analysis | <ul style="list-style-type: none"> - Through monthly attendance tracking using robust systems - Through class and pupil progress review meetings with class teacher - Through meetings with parents <p>No key vulnerable groups will have persistent absence of below 90% Each child who is/was a persistent absentee towards the beginning of the year will have increased and improved attendance as the year progresses (unless there is an obvious reason or exemption for this that the school is aware of).</p> |
| To improve the attendance of disadvantaged pupils to give them the best chance of success. | SP | Ongoing | Data analysis | <ul style="list-style-type: none"> - Through routine data analysis Arbor - Pupil conferencing - LGB monitoring - Meetings with parents to highlight attendance percentages and active strategies on how to improve this. <p>The attendance of disadvantaged pupils improves.</p> |
| To make our attendance expectation and the importance of regular attendance clear and understood by parents, pupils and teachers. | SP/HE | Ongoing | Termly letter to parents Newsletter NPDs & staff meetings | <ul style="list-style-type: none"> - Information letters/emails to parents - Meetings with staff to highlight attendance percentages and active strategies on how to improve this. - Conversations with children |

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| | | | | <ul style="list-style-type: none"> - Meetings with parents to highlight attendance percentages and active strategies on how to improve this. <p>The importance of attendance will be understood by parents, pupils and teachers. Term time holidays request will reduce.</p> |
|--|--|--|--|---|

| <p>Equality Objective 3</p> <p>Improve knowledge, skills and attitudes to enable children to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.</p> | | | | |
|---|------|----------|--|---|
| <p>Description of the improvement needed:</p> <p>Our setting is a smaller than average primary school within the context of rural Devon. The school is an important aspect of the village and actively builds strong links within the local community. Both the school and local community are largely made up of people from a limited range of backgrounds, cultures, and religions and as such we need to expose our pupils to these through our books and curriculum offer. While pupil voice suggests our pupils recognise the value of diversity and tolerance/respect, they are less able to articulate specific differences including the protected characteristics, or examples of prejudice, bias and discrimination that different groups of people face.</p> | | | | |
| <p>Key strategies to address this</p> | | | | |
| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
| To use assemblies and Rainbow Day to explore difference and diversity including the protected characteristics. | SP | Ongoing | Worship overview No Outsiders resource | <ul style="list-style-type: none"> - LGB monitoring - Pupil voice - 1Decision assessment <p>Children can articulate differences such as the protected characteristics and identify examples of bias and prejudice. Children can explain how to overcome the above and describe their agency in this endeavour.</p> |
| To ensure books and stories represent diverse communities and the protected characteristics. | SP | Spr 2025 | Leadership time New books. Staff meeting | <ul style="list-style-type: none"> - LGB monitoring - Pupil group meets - 1Decision assessment |

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|--|-------|----------|----------------------------------|--|
| | | | | <p>Children can articulate differences such as the protected characteristics and identify examples of prejudice, bias and discrimination.</p> <p>Children can explain how to overcome the above and describe their agency in this endeavour.</p> <p>A significant variety of faiths and diverse groups are represented in our curriculum resources and books.</p> |
| To celebrate cultural events throughout the year. | SP/KS | Annually | INSET meeting School calendar | <ul style="list-style-type: none"> - LGB monitoring - Pupil group meets - 1Decision assessment <p>Children can articulate differences such as the protected characteristics and identify examples of prejudice, bias and discrimination.</p> <p>Increase children's awareness and understanding of different communities and their key events.</p> |
| To provide trips and visits related to other faiths. | ALL | Ongoing | Trip costs | <ul style="list-style-type: none"> - LGB monitoring - Pupil group meets - 1Decision assessment <p>Children can articulate differences such as the protected characteristics and identify examples of prejudice, bias and discrimination.</p> <p>Children can explain how to overcome the above and describe their agency in this endeavour.</p> <p>Increase children's awareness and understanding of different communities and their key events.</p> |

Equality Objective 4

Monitor and track incidents of bullying, prejudice and racism, including reporting incidents to the local authority. Reviewing the common themes, using data to understand the link between incidents and irregular attendance, and adjust our curriculum and intervention in response.

Description of the improvement needed:

We report all incidents of bullying, prejudice, and racism through the correct channels. Ensuring that accurate information is being captured and reported is an area of constant focus and improvement to support with this.

Key strategies to address this

| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
|---|-------|---------|--|---|
| To continue to identify, respond, and report racist incidents through the school's safeguarding procedures. | SP/KS | Ongoing | NPD & staff meetings | <ul style="list-style-type: none">- LGB monitoring- Identified on CPOMs so trends and patterns can be identified by leaders Accurate recording and reporting ensures incidents are addressed |
| To set expectations for all staff on how BRPI (bullying, prejudice and racial incidents) issues should be recorded and actioned in line with new streamlined CPOMS classification tags. | SP/KS | Sept 24 | NPD & staff meetings External support if required | <ul style="list-style-type: none">- Ongoing routine monitoring of CPOMS system by safeguarding team.- Clarity and consistency in staff understanding of new systems and procedures in place Staff are confident in what constitutes BRPI and are able to report it in line with school procedures. Accurate recording and reporting ensures incidents are addressed. |

Objective 5

To provide a supportive and inclusive working environment for all, actively promoting equality, diversity and inclusion in the workplace.

Description of the improvement needed:

We have identified the following areas to develop to make our workplace fully inclusive:

- As a school we do this naturally, but we do not make this explicit or explicitly conscious.
- We are an inclusive and accepting school but do not always actively promote equality, equity and diversity

Key strategies to address this

| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
|---|------|----------|---|---|
| To publish and promote the Equality Plan through the school website and educate/inform staff and governors through training sessions. | SP | Annually | Equality plan Annual review document | <ul style="list-style-type: none">- LGB monitoring- LGB minutes- Website monitoring- Staff survey All staff and governors are aware of this plan. Equality plan is prominent on the school website. Staff are able to articulate how we promote equality, equity, diversity and inclusion. |
| To use staff voice to determine areas for further development | SP | Jan 25 | NPD | <ul style="list-style-type: none">- LGB monitoring- Staff survey Clear plans are developed if needed to address points raised by staff. Staff feel as though they are working in a supportive and inclusive working environment. |
| To actively promote equality across all groups within our workforce. | All | Ongoing | NPD & Staff meeting | <ul style="list-style-type: none">- Ongoing monitoring of low-level behaviour concerns to identify any patterns and address through training. Staff will feel confident to recognise and report low-level behaviour incidents |