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| incidents and how pupils respond to actions. | | | | | | | | | | | | | | | | |
| 2. | To maintain gains improve attendance of all children | Track and monitor the attendance of all children and key groups. Identify clear strategies to support targeted families to make improvements to overall attendance. | Attendance of all pupils meets/exceeding national averages. Reduction in the number pupils who are PA (in line with national averages). | X | X | X | X | X | X | | Helen Prout (HoA) and Claire Carratt (Admin Assistant.) | Evidence: Attendance data | 2018-19 | D | E | M |
| | | | | | | | | | | | | | 2019-20 | D | E | M |
| | | | | | | | | | | | | | 2020-21 | D | E | M |
| 3. | To narrow the attainment gaps of boys, particularly In EYFS against that of the girls | Identify boys at risk of underachievement through Pupil Progress Meetings. Ensure boys are carefully targeted through teaching and intervention. | Boys perform at least as well as girls at end of Key Stage assessments. Boys make at least as good progress through each key stage. | X | X | X | X | X | X | | Helen Prout (HoA) and Middle Leadership team. | Evidence: Attainment and progress data | 2018-19 | D | E | M |
| | | | | | | | | | | | | | 2019-20 | D | E | M |
| | | | | | | | | | | | | | 2020-21 | D | E | M |
| 4. | To challenge stereotypes throughout the school | Review different curriculum events/activities to ensure all pupils are included. Ensure curriculum displays throughout school show a diversity of pupils from a range of backgrounds. Monitor behaviour logs to review incidents including different key groups. | All different characteristics proportionately represented through different activities, clubs and curriculum events throughout the school. | X | X | X | X | X | X | | Helen Prout (HoA) and Jo Knibb (Inclusion lead) | Evidence: Scrutiny of planning and pupils work Learning Walk report Behaviour logs analysis | 2018-19 | D | E | M |
| | | | | | | | | | | | | | 2019-20 | D | E | M |
| | | | | | | | | | | | | | 2020-21 | D | E | M |
| 5. | To ensure all pupils are aware of, appreciate, and value difference and diversity | Review different curriculum events/activities to ensure all pupils are included. Ensure curriculum displays throughout school show a diversity from a range of backgrounds. | All sections of society are celebrated through school events and activities. Children express positive views about people who are different to themselves | X | X | X | X | X | X | X | Helen Prout (HoA) | Evidence: Scrutiny of planning and pupils work Learning Walk report Behaviour logs analysis | 2018-19 | D | E | M |
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| | Monitor behaviour logs to review incidents including different key groups | | | | | | | | | | | 2020-21 | D | E | M | | |
| 6. | To develop and implement systems to record and monitor incidences of discriminatory behaviour for key groups. | Ensure discrimination is addressed through lessons, curriculum events and themed weeks. Clearly record incidents of bullying incidents, including discriminatory behaviour in incident logs. Review behaviour logs to monitor any repeated incidents and how pupils respond to actions. | All children and key groups of pupils feel safe in school. Children know what to do and who to speak to if they feel at risk of bullying or discrimination. Behaviour logs clearly record incidents of discriminatory and identify next steps. | X | X | X | X | X | X | X | X | Helen Prout (HoA) and Jo Knibb (Inclusion Lead) | Evidence: Behaviour log analysis Exit interviews of staff Complaints records | 2018-19 | D | E | M |
| | | | | | | | | | | | | | 2019-20 | D | E | M | |
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| Roles | Key Responsibilities |
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| | <i>Consultation will be continuous, through a culture of good communication between all stakeholders. Consultation will be used to identify and review Equality objectives.</i> |
| Head of Academy Helen Prout | As above including: <ul style="list-style-type: none"> Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the academy in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Academy staff | <ul style="list-style-type: none"> Accountable for delivering the right outcomes for all pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents. Support the academy and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head of academy on how pupils, staff, parents/carers and all other stakeholders and visitors can be expected to be treated. Support colleagues within the academy community. Take an active part in identifying barriers for the academy community and in informing the head of academy or governing body of actions that can be taken to eradicate these. |
| Pupils | <ul style="list-style-type: none"> Take an active role in supporting and challenging the school to achieve the commitment given by the academy community in tackling inequality and achieving equality of opportunity for all. |
| Parents | <ul style="list-style-type: none"> Support the academy to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head of Academy on how pupils and parents/carers, staff and the wider community can be expected to be treated |

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| Whole Community | <ul style="list-style-type: none">• Take an active part in identifying barriers for the academy community and in informing the head of academy or governing body of actions that can be taken to eradicate these• Take an active role in supporting and challenging the academy to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all. |
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