

## EQUALITY IMPROVEMENT PLAN and EQUALITY OBJECTIVES 2022 – 2025

The Trust endorses three strategic objectives for equality which are delivered in all of the Trust schools through annual targeted improvement.

Read in conjunction with **Trust School Equality Policy** and **School Accessibility Plan**;

- **Strategic Objective (SO) 1** – *To deliver a coherent inclusive curriculum model which supports achievement for all pupils due to effective analysis of race, gender and disability needs identifying priority trends and pupil group provision needs.*
- **Strategic Objective (SO) 2** – *To promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff.*
- **Strategic Objective (SO) 3** – *To further develop enrichment opportunities to ensure equity and fairness in access and engagement for all pupils.*

Equality Focus	Key Priority	Key Improvement Actions	Lead Personnel	Timescale	Expected Outcomes
Race Equality	Ensure that the curriculum provides opportunities to learn about different cultures in this country and globally. <b>(SO1)</b>	Review the curriculum to ensure that across the school there is sufficient opportunity for all pupils to learn about different cultures	Head Teacher	July 2022	Curriculum Mapping reviewed and amended to ensure there are opportunities throughout the curriculum to learn about different cultures through day to day learning, online resources and through collective worship.  Resources available to staff and pupils reflect priorities of race equality awareness.
		Investigate use of online platforms to learn about our diverse world e.g. Lyfta	Class Teachers	December 2022	
		Use Collective Worship as an opportunity to celebrate a range of cultures and countries Support all children and their families, with English as an Additional Language, to access the curriculum and all aspects of school life	Head Teacher	Ongoing	

	Ensure that adult role models are reflective of a range of cultures. <b>(SO2)</b>	Invite a range of visitors to school where possible to promote race awareness.	Class Teachers	Ongoing	A range of visitors in school reflective of differing races and cultures.
	Ensure enrichment opportunities include opportunities to experience / learn about different cultures <b>(SO3)</b>	Ensure enrichment timetable includes opportunities to promote race awareness.	Head Teacher	Ongoing	A range of enrichment opportunities planned in to the school year to promote race awareness.
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<b>Disability Equality</b>	Break down barriers to perceptions of disability through the curriculum. <b>(SO1)</b>	Review the achievements of disabled role models nationally and globally through all curriculum areas	Head Teacher / . Class teachers	Ongoing	The Capabilities Curriculum promotes inclusion and celebrates diversity.
	Ensure that adult role models are reflective of a range of disabilities. <b>(SO2)</b>	Ensure a range of visitors enable pupils to engage positively with disabilities	Head Teacher	When appropriate	All knowledge and skill organisers to be reviewed to include opportunities to celebrate achievements of disabled role models.
	Ensure enrichment opportunities are accessible to all <b>(SO3)</b>	Ensure all school events and enrichment opportunities are physically accessible to everyone, making sure communication supports their participation e.g. Provide large text, visual aids or	Head Teacher / subject leads	Ongoing	A range of visitors with disabilities regularly in school.
					All pupils and parents able to participate in enrichment activities with required aids/ support in place.

		signing when required, wheel-chair access etc			
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<b>Gender Equality including Gender Reassignment Equality</b>	Continue to create engaging curriculum learning opportunities that promote achievement for all genders. <b>(SO1)</b>	Rights Respecting Programme effectively embedded in all school learning and social development opportunities	Rights Respecting School Leader	Ongoing	Effective, coherent curriculum mapping and planning.
	Ensure the rights of all pupils are promoted through UNICEF Rights Respecting schools programme. <b>(SO1)</b>	Provision of gender-neutral learning opportunities within the Capabilities Curriculum.  Lesson design that responds to learning needs of all genders.	All Staff		Evidence of gender inclusion in curriculum planning.  RRS evidenced across school through LGB and school leader monitoring.
	Ensure the school promotes gender equality through recruitment procedures. <b>(SO2)</b>	Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times.  Ensure equal opportunities for all including pregnant women and those on maternity / paternity leave.	Recruitment team	Ongoing	A balance of male/female role models evident in staff profile.
	Ensure the school promotes gender equality through enrichment opportunities including fair	Provision of gender-neutral friendly enrichment activities and sporting events	All staff including extended schools' staff	Ongoing	All pupils and parents able to participate in enrichment activities regardless of gender.

	access to all sporting activities regardless of gender <b>(S03)</b>				
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<b>Community Cohesion Equality</b>	Ensure there are opportunities through the curriculum to experience different cultures and perspectives enabling connections with positive human stories from around the world, modelling resilience, problem-solving, teamwork, and many other critical skills, values and competencies. <b>(S01)</b>	Review curriculum to promote a greater understanding of humanity around the world and the child's place in the world.	Head Teacher	Ongoing	National and global community learning opportunities are embedded in the curriculum.
	Achieve a greater awareness of national identity in the modern world. <b>(S02)</b>	Review opportunities in the SMSC curriculum for promoting awareness of national identity.	SMSC Lead	Ongoing	Pupils to understand their own place and identity in the world.
	To ensure all school and enrichment activities are accessible to all <b>(S03)</b>	Continue to understand our families' contexts better in order to support all children's academic and social progress	Teachers/ Head Teachers	Ongoing	Barriers removed to children accessing enrichment due to family context.

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<b>Sexual Orientation Equality</b>	Ensure that the revised PSHE curriculum and the Sex & Relationships Education programme recognises diverse family structures. <b>(SO1&amp;2)</b>	<p>Ensure all staff respond appropriately to questions raised by children. Resources available to support staff.</p> <p>SRE / PSHE Curriculum modules allow for diversity in family organisation to be covered.</p>	<p>All staff</p> <p>SRE School Leader</p>	Ongoing	<p>Pupils recognise that families are made from a range of gender and sexual orientations.</p> <p>Pupils have a greater understanding of a range of relationships including but not limited to marriage and civil partnerships.</p>
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<b>Religious Belief Equality</b>	<p>Ensure the RE and PSHE curriculum increases understanding of a range of religious beliefs leading to greater tolerance <b>(SO1)</b></p> <p>Ensure tolerance of all beliefs are expected by staff, community and pupils. <b>(SO2)</b></p>	<p>Review the impact of RE and PSHE curriculum on tolerance and understanding through monitoring and moderations.</p> <p>Pupil behaviour expectations of tolerance towards all belief differences securely established</p> <p>Staff handbook and induction procedures to raise awareness of sensitivity towards diverse religious beliefs.</p>	<p>RE and PSHE Trust leads</p> <p>Trust Operations Officer</p> <p>Head Teacher</p> <p>RE / PSHE Leads</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>RE Curriculum units reflect latest agreed syllabus content</p> <p>School ethos is recognised as tolerant and supportive of diversity.</p>
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<b>Age Equality</b>	Ensure staff profile is representative of all ages. <b>(SO2)</b>	<p>Employment guidelines are followed</p> <p>Staff employed are physically and mentally fit for work in the</p>	Trust Operations Officer	On-going	Employment law followed

		posts for which they are engaged.			
		Reasonable adjustments made when possible.			