**EQUALITY OBJECTIVES 2023-24**

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| **1. OBJECTIVE: By the end of the 2023-24 academic year, pupils will have a greater awareness of the protected characteristic- disability** |
| * In the pupil survey carried out in June 2023, some pupils commented on their learning being disrupted due to some pupils shouting out, talking, fidgeting and needing to leave the room. Staff were aware that these pupils had an underlying disability that was causing them to behave in this way. This was discussed with pupils and helped to develop their awareness, however, it showed that further work was needed to increase pupil’s awareness of disability and the impact on how people might behave.
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| **2. OBJECTIVE: To further develop pupil’s understanding of different faiths** |
| * Although we teach about different faiths as part of our RE syllabus, staff report that pupil’s learning would be improved if they visited the places of worship of different faiths and participated in educational workshops if available. It is hoped that through knowledge and understanding gained through the visit, tolerance will also grow to prevent any discrimination.
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| **3. OBJECTIVE: To ensure parent/carers have equal access to information about school and attend sessions to support and celebrate their child during 2023-24 school year.**  |
| * We note that those pupils who are supported with their learning at home or whose parent/carers attend sessions about phonics, reading, maths etc in school, do make more progress.
* If participation is increased, we hope this will have a positive impact in terms of parent/carers feeling more included, informed and heard as well as this having a positive impact on pupil’s progress.
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| **Equality Objective*****And…*****Protected group this will affect or influence** | **How this objective will be met** | **Timeframe** | **Who has responsibility** | **Progress to date** |
| **1. By the end of the 2023-24 academic year, pupils will have a greater awareness of the protected characteristic- disability** | -Gain pupil’s views on disability- particularly what it is & how not all disabilities are apparent & physical. -Focus on learning disabilities & provide pupils with accurate information about conditions such as ASC, (take part in Autism Awareness week- end of March 24) ADHD, Dyslexia, Dyspraxia & other disabilities in schools. Use child friendly publications & websites.-Set up displays in school about disabilities, how these present & how we can help. -Ask chn who have been diagnosed with certain conditions if they would like to talk to their peers about their disability.-At the end of the academic year, ask pupils if their understanding & awareness has improved as a result of this focus. (Check if there is improvements in the question about behavior of others impacts on learning during June 24 survey) | Sept 2023-July 2024 | JP & TeachersMonitored by FGB | This objective needs to be carried over into 24-25 due to not being as developed as expected and due to the increasing number of pupils attending our school with disabilities. |
| **2. To further develop pupil’s understanding of different faiths** | -Relevant classes take part in visits and on return to school, produce information for peers so they can also learn about the different faith. Present in whole school/class worship.-Consider setting up a link with a school in Lahore | Sept 2023-July 2024 | HA & ATClass staffMonitored by FGB | This has developed considerably over 23-24 due to a number of factors:-implementation of the locally agreed syllabus that includes greater references to other faiths that has enabled pupils who are Christian, Muslim or Hindu to present to their peers. -Ethos team pupils organizing and presenting worship about other faiths.The impact of this work has been evident in class RE scrapbooks, pupils RE books and when speaking to pupils. This was also evident during our SIAMS inspection in June 24. |
| **3. To improve the participation and engagement of diverse groups of parent/carers in school activities by the end of the 2023-24 school year** | -Parental involvement lead continues to analyse the number of parent/carers who have attended events and also the attendance of groups- females, males, ethnic groups-Head & Parental involvement lead meet to discuss ways to increase involvement of diverse ethnic groups- eg parent champions; informal coffee event; community event, discussion with a focus group to identify barriers and next steps.  | Sept 2023-July 2024 | LS- Parental involvement leadClass staffMonitored by JP & FGB | This objective has developed and increased significantly during 23-24. This is because we have set up a Parent/Carer forum that is held each half term in school to feedback to parent/carers about focusses in our school and to gain their views on initiatives and areas that could be improved further. The forum has been attended by a range of parents- mostly mums, some dads across ethnic groups. As a result, parent/carers told us that they would like to attend classes more to see what their children are doing and receive help around maths strategies. Attendance at come and see what we are learning in class events has been particularly successful from Nursery up to Y3 classes. This has also increased support to organize community events and it is hoped that we can build upon this in 24-25.  |

**REVIEW OF EQUALITY ACTION PLAN 23-24**