

Equality Objectives for the Academic Year 2020 – 2023

The Equality Act 2010 requires schools to publish specific and measurable equality objectives that demonstrate that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Our equality objectives are based on our analysis of data and other relevant evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. Our School Development Plan and subsequent leadership action plans reflect these objectives. We regularly review the progress we are making to meet our equality objectives.

Equality objective	Actions to be taken	Lead person	Timescale	Impact
Development of PSHE curriculum in line with the new statutory RSE guidance	<ul style="list-style-type: none"> • Agree PSHE scheme of work that promotes in a positive light the values of equality and diversity • RSHE policy to be written and published, taking into account the needs of our community • Staff training to be delivered for the new scheme of work • Clear communication with parents so they feel consulted but understand the statutory requirements for Relationships and Health Education from September 2020 • Information about the scheme of work to be available on the website so parents are able to share topics taught with their child and discuss at home • Parent meeting to introduce scheme of work 	HT/ DHT / PSHE lead	January 2023	PSHE scheme of work embedded into the school curriculum and meets the requirements of the statutory framework for RSE. This has included staff CPD. PSHE/RSHE policy in place and reviewed annually. Termly Personal Development newsletters to parents include the progression, skills and vocabulary covered in each half termly unit focus, including lessons that cover RSHE. PSHE page now on the website and PSHE lead has
Parental engagement to support harder to reach families	<ul style="list-style-type: none"> • Parent workshops for online learning platforms to be offered by SLT • Early morning family reading to continue across EYFS/KS1 • School counsellor to offer coffee morning workshops and drop in sessions for parents 	HT / DHT / AHT	January 2023	Covid restrictions in 2020-21 impacted capacity to carry out curriculum workshops in school, but a planned programme of events is in place for the academic 2022-23. This action will be carried forward.

	<ul style="list-style-type: none"> • Regular opportunities for parents to look at learning journals in EYFS and share children’s work in KS1/2 • Increased use of social media to promote wider school life and engage families • Termly meetings with IPEH team will identify families who may benefit from wider support • SLT will be more visible at key points during the school day to encourage parents to approach them with any issues or concerns that can be solved through prompt face to face conversations • Teacher/Year group workshops will be offered for curriculum support 			<p>Family reading has been reinstated academic year 2022-23 and use of Facebook and Marvellous Me is proactively used to engage positive conversations between parents and their children at home.</p> <p>Pastoral Team has been enhanced through provision of a Family Welfare Officer, ELSA and Deputy SENCO in addition to a school counsellor. Parenting workshops, programmes and coffee mornings have happened and will continue to happen regularly as part of the annual cycle of parental engagement activity within the school.</p> <p>Termly meetings held with IPEH link advisor support early intervention for families.</p>
<p>Improving attendance of all pupils to be in line with or better than national average</p>	<ul style="list-style-type: none"> • Early Help Plans offered for families who are experiencing difficulties with getting their child to school • Attendance celebrated weekly in class and in assembly • HT to send out half termly letters when attendance drops below 95% • HT to invite parents of children with persistent absence in for meetings • Attendance and welfare officer to track attendance of all children • Attendance and welfare officer, governor and HT to attend training to support improving attendance • HT and governor to action some of the suggestions from the training to improve attendance • Research what actions other schools have taken to improve attendance 	<p>HT/ DHT/ Attendance and welfare officer, governor</p>	<p>January 2023</p>	<p>Emotionally Based School Avoidance (EBSA) training has been completed by Attendance and Welfare Officer and Family Welfare Officer. AWO has also attended IPEH networking event to enable collaborative working.</p> <p>A more supportive approach to working with parents to remove barriers for good attendance is in place.</p> <p>HT letter to all parents highlights the importance of good attendance, how this relates to relevant research and forms part of the Attendance policy (appendix 1). This letter is reissued when a cause for concern letter is sent to parents.</p> <p>AWO regularly reports to HT on attendance for all groups of children, including those most vulnerable and meets with the pastoral team for those families of concern to instigate outreach support.</p>

				Enhancement of Pastoral Team has strengthened capacity to complete the above work. AWO/FWO have completed a staff meeting.
Promote an understanding and respect for differences	<ul style="list-style-type: none"> Identify opportunities within the curriculum to study other countries, faith and cultures and to celebrate diversity Use assembly to celebrate important festivals for major religions Promote the schools vision, values and aims in everything we do. Increased understanding of the school community and the faiths and cultures represented in it Using the above information to ensure our RE/PSHE curriculum is fit for purpose 	Middle leadership staff (RE, PSHE, MFL, Geography) Overseen by SLT and curriculum lead	January 2023	<p>New curriculum design and planning included planning for opportunities to study a wider range of ethnic groups and countries from across the globe, which closely reflects our school community.</p> <p>RE lead supplements assembly planning through additional resources for classroom assemblies linked to religious celebrations and festivals.</p> <p>MLF lead has completed further training in EAL.</p> <p>Arunside has taken part in a peer review with two local schools, with a culture and diversity focus.</p> <p>EMTAS team have provided staff training on racism, culture and diversity.</p> <p>School vision and values is promoted through planning, assemblies, Marvellous Me, role modelled and embedded in everything we do.</p>