



Equality Objectives 25-27

Equality Duty Objectives 22-23 Rationale	Details of work to be undertaken:	Staff	Success Criteria	Monitoring
To regularly monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. Focus groups for 2023 – 2024 = boys focus on writing and closing the gender gap	- To ensure that the curriculum is relevant to the whole school population- - To build upon the existing programme of events, trips and visitors - Staff to receive appropriate training to support children with specific needs - Where necessary children with specific needs are to have a care plan and risk assessment in place - Ensure that the physical environment meets the needs of all pupils.	GP AL	All pupils have equal access to the curriculum. All children regardless of their race, gender and or disability are supported in their learning.	Data Analysis School Tracking Systems Work/planning scrutiny

	- Pupil data to be evaluated to ensure all children are achieving and attaining in line with their peers. - Where this is not the case, interventions are to be put in place			
To promote positive mental health through high quality PHSE/RHSE, strong pastoral provision and good links with families	- A wide range of activities to be offered to all children - Family learning sessions and signposting to agencies that can offer support - Parents learning events/ workshops to be planned and organised - Analyse referrals - The MHST team are to continue to work on building relationships and engagement with parent/carers	VH KB	The curriculum provides a wide range of opportunities relating to the promotion and development of positive mental health All children regardless of their race, gender and disability are supported.	Wellbeing strategy in place through PSHE/RHSE curriculum Evidence collected throughout the year Floor books Parent questionnaires Pupil voice evidence
To increase awareness and understanding of gender equality in all areas of school life	- To train staff in the use of gender-neutral language - To narrow the gap between boys' and girls' attainment, particularly in writing - Review curriculum resources and replace/purchase where necessary	MES AL	- Gender gaps closes in all year groups - Curriculum provision is gender neutral and careful thought is given to the selection of tasks and resources	Data Analysis School Tracking Systems Work/planning scrutiny

	Pupil data to be evaluated to ensure boys are achieving and attaining in line with girls. Where this is not the case, interventions are to be put in place			
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