

Fremington School based Equality Plan (Annual)

Our establishment has two specific duties to assist us in meeting our general duty, set out by the Equality Act 2010

They are:

- To publish information to show how we are complying with the equality duty.
 - *This must be updated at least **annually**.*
- To prepare and publish one or more specific and measurable equality objectives.
 - *at least every **four years**.*



This policy will be reviewed every four years by the Board of Trustees.

The implementation of the Equality Objectives will be reviewed and progress reported annually.

Our equality objectives are in response to this general duty.

Objective 1				
To narrow the gap in attainment between groups of children, specifically: SEND and non SEND children.				
Description of the improvement needed				
<ul style="list-style-type: none"> • Children with SEN are underperforming in all areas compared to their peers. • Currently, progress meetings are used to identify pupils who are making slower progress relative to their peers; the school needs to develop their understanding and evaluation of adaptive teaching strategies to enable progress to take place at a faster rate and to ensure that data is analysed for all groups of pupils. • Some pupils need a greater amount of support due to a variety of additional needs; understanding the specific needs of each pupil and finding ways in which these could be addressed would support greater participation and engagement with the learning. • Currently, our EY and KS1 team is working to ensuring early identification of pupils who are making slower progress. 				
Key strategies to address this:				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To monitor and analyse pupil achievement by SEN/non-SEN	Class teachers CG FS EB	Termly	Data analysis Progress meetings	<ul style="list-style-type: none"> - Data analysis - Progress meetings reflect performance of pupil groups - Pupil achievement for SEND groups will move closer in line with the national average - Where there are gaps, these are narrowed through effective monitoring and intervention.
To identify ways in which pupils need additional support.	Class teachers FS	Half termly	Progress meetings Lesson observation Feedback on Steplab SEND PDM TA meetings	<ul style="list-style-type: none"> - Lesson observations will identify key strategies needed to improve progress - The data release at the end of the academic year will demonstrate pupil progress - Assessment tools and engagement model will be implemented and show incremental progress - Regular opportunities for staff to engage our SENDCO in the early identification process

To embed Ordinarily Available Inclusive Provision across the school.	CG FS EB	NPD Oct 2025 Half termly PDMs	NPD training PDM time for all staff	<ul style="list-style-type: none"> - Teaching Observations - Coaching observations - Professional conversations - Pupil voice
To implement regular coaching sessions for teachers and supervision/ meetings for teaching assistants to develop teaching and learning strategies in class	CG EB FS	Half termly	Steplab Coaching sessions	<ul style="list-style-type: none"> - Consistent coaching sessions will demonstrate diverse approaches to making learning accessible for all pupils - Book-looks will illustrate the methods through which pupils have engaged with the learning process - Outcomes for all pupil groups will be at least in line with national averages

Equality Objective 2				
To improve the attendance between groups of children, namely, SEND and non-SEND.				
Description of the improvement needed				
<ul style="list-style-type: none"> Attendance is being monitored for those classed as persistently absent. However, a broader perspective is now required, by identifying and comparing the percentage figures of different groups of pupils from across the school and ensuring that these do not fall below the national average. Whilst parental engagement has improved and we have an increase in parents meeting us regarding attendance, ensuring these meetings occur earlier in the year will further support attendance improvement. 				
Key strategies to address this:				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To monitor the attendance of different key groups of pupils and identify early support for families	FS JW	Fortnightly	Data tracking sheets	<ul style="list-style-type: none"> • Fortnightly attendance tracking • Clear groups identified to track and target. • Early Help to be offered to support families.
To have in place a communication schedule with parents which alerts them to their child's	FS JW CG	Half termly	Letters Phone calls Meetings	<ul style="list-style-type: none"> • Attendance letters for each half term will be sent out to parents • Communication with parents will show a rise in pupil attendance across all key groups causing concern

attendance levels				<ul style="list-style-type: none"> Parents will be invited to attend attendance meetings to discuss ways in which home and school can support each other Class teachers to make initial calls within one month for check-ins and support for all pupil groups.
To raise the profile of attendance in all classes so all staff have a clear understanding of the impact of absence	CG FS	Termly	Class attendance celebrated on the newsletter wit extra play for most improved	<ul style="list-style-type: none"> Pupils will be identified through the schools High Needs meetings Staff meetings to include an attendance section

Equality Objective 3				
Improve knowledge, skills and attitudes to enable children to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.				
Description of the improvement needed				
<ul style="list-style-type: none"> Pupils at the school should be exposed to a broader range of difference and diversity. Being supported by external visitors, the PHSE curriculum and our diverse reading spine texts (which parents, pupils and staff can draw from) will ensure that all are welcome to celebrate and be exposed to a range of difference and diversity. Pupils do not have a secure knowledge of different cultures or religions. This means that pupils do not understand cultural differences as well as they should. Leaders need to ensure that pupils develop a greater understanding of different religions and cultures so that pupils are well prepared for life in modern Britain. 				
Key strategies to address this:				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School council (by election), class assemblies, fund raising etc.	TD SW	Termly	Staff training. Tracking sheets monitoring attendance at clubs and trips. Pupil involvement leadership pupil conferencing	<ul style="list-style-type: none"> Track attendance at clubs and events Ensure a wide diverse range of children are chosen to participate in extra curriculum activities Encourage children to put themselves forward and have confidence to engage and anticipate where before they might not
Celebrate cultural events throughout the year to increase pupil awareness and	SW	Annually	PDM meeting School calendar	<ul style="list-style-type: none"> When completing out 38-week plan for each school year, ensure that cultural days and celebrations are included in the school calendar Recorded in observations, newsletters and Governors reports

understanding of different communities e.g. Diwali, EID, Christmas.				
Work with a diverse range of visitors to develop awareness-of and exposure-to a range of difference and diversity	SW	Termly	Visitors Curriculum	<ul style="list-style-type: none"> Pupils will be able to identify, discuss and celebrate a range of difference and diversity Termly visits from diverse speakers will be planned and mapped into the curriculum Literature will be provided to support conversations, challenges and celebrations of diversity and difference
To ensure coverage of the RE curriculum	NW EB	Termly		<ul style="list-style-type: none"> Pupil conferencing will demonstrate a deeper understanding of a range of faith communities Pupils will have developed the necessary knowledge, skills and understanding to have an improved world view .

Equality Objective 4

Monitor and track incidents of bullying, prejudice and racism, including reporting incidents to the local authority. Reviewing the common themes, using data to understand the link between incidents and irregular attendance, and adjust our curriculum and intervention in response.

Description of the improvement needed

Although we report all incidents of bullying, prejudice, and racism through the correct channels we have identified a few areas that need improvement:

- When reporting to Governors each term, ensure the data is analysed and trend and patterns are identified and shared with staff each term.
- Ensure the curriculum is adjusted to account for the identified trends and make sure further education and intervention is in place for targeted groups of children to prevent further incident occurring.
- Greater awareness of the definitions of prejudice and racism would help develop a wider understanding of how language plays a pivotal role in delineating them and the necessary actions needed to support the whole school community.
- More work is needed with our parental community to help monitor devices and internet usage as children report that this is where they are picking up racial slurs.
- Greater awareness of the protected characteristics across the school.

Key strategies to address this:

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To lead training about bullying, prejudice and racist incidents to further staff understanding and awareness	CG FS	Autumn 2	Staff meeting/INSET One Minute Guides	<ul style="list-style-type: none"> Staff meeting minutes The One Minute Guides will provide information to further staff understanding on weekly staff updates.
To identify, respond and report racist	CG FS	Termly	Staff meeting	<ul style="list-style-type: none"> Staff will follow the guidance both consistently and effectively

incidents and to report the figures to the Governing body on a termly basis				<ul style="list-style-type: none"> Governors will be informed regularly of any recorded incidents relating to bullying, prejudice and racism Staff will have an understanding about the reporting of incidents Staff will provide targeted support to pupils
Identify, respond, and report racist incidents through the school's safeguarding procedures and as set out in the plan.	CG	NPD Ongoing	Safeguarding training CPOMS training	<ul style="list-style-type: none"> Monitored as part of the Governors visits Identified on CPOMS so leaders can filter to identify trends and patterns
To educate the wider community around the widespread casual usage of racial slurs easily heard on the internet.	CG FS	Pre-planned and reactive communication	ICT Curriculum Parent Newsletters Wake Up Wednesday posters Signposts from ICT curriculum	<ul style="list-style-type: none"> Newsletters Parents Comms Increased reporting/decreased incidents

Objective 5

To provide a supportive and inclusive working environment for all, actively promoting equality, diversity and inclusion in the workplace.

Description of the improvement needed

We have identified the following areas to develop to make our workplace fully inclusive:

- We are accepting as a school but do not always actively promote equality and diversity across our staff team.
- The school is both supportive and inclusive towards all, however there is a need to explicitly promote equality, diversity and inclusion in different areas of school practice.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
All pupils and adults to make a positive contribution to the life of the school.	All	Termly		<ul style="list-style-type: none"> All school events have pupils from all groups participating, with monitoring of groups by staff where there is less take up. A school council/school ambassadors' group will be in place
Publish and promote the Equality Plan	CG	Annually	Equality plan Action plan and review	<ul style="list-style-type: none"> Equality plan is published, and staff and Governors are made aware Action plan is shared with staff

through the school website and staff meetings. All staff and Governors are aware of this plan through governor's meetings and staff meetings.			LGB minutes	<ul style="list-style-type: none"> Action plan has a designated place in the staff meeting timetable
All staff appointments and promotions are made based on merit and ability and in compliance with the law.	CG THSP Recruitment team	When needed within the year	Staff training Safer recruitment training Interview questions and tasks	<ul style="list-style-type: none"> Ensure tasks and questions give candidates the best opportunities to share their skills and unique qualities Ensure a wider range of people are involved in candidate selection to ensure a broad range of opinions are considered
As a school, we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.	CG	Termly	Staff training Process for recording concerns.	<ul style="list-style-type: none"> Training on unconscious bias for staff and raising awareness of this in school Tracking and addressing low-level behaviour concerns Training to support with low-level behaviour Ensuring staff are confident to report incidents of low-level behaviour