

Equalities Objectives and Action Plan – Carleton Rode & Forncett St. Peter C.E.V.A Primary Federation
September 2020 – September 2024

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| <p>General duty reminder... 1. Eliminate discrimination, 2. Advance equality of opportunity between those with a protected characteristic & those without. 3. Foster good relations between all whether with or without a protected characteristic. <i>Please note that the school will respond rapidly to any changes in its circumstances which affect equalities by creating a new, or altering an existing objective.</i></p> | |
| <p>Staff members responsible: Judith Jones, Executive Headteacher will lead on this and Federation SLT will support to ensure these objectives are met.</p> | <p>Governors responsible: The named governor for Equalities is Kirsty Byrne who will monitor progress against the planned actions and report to the governing board along with the Executive Headteacher.</p> |
| <p>Target</p> | <p>How will we do this?</p> |
| <p><u>Equality Objective 1.</u> To continue to widen our children’s experience of living in a racially and culturally diverse society. (To be aware of any potential discrimination and to foster good relations)</p> | <p>We will enrich experience and further understanding by...</p> <ul style="list-style-type: none"> • teaching a planned curriculum which ensures opportunities for learning about cultural diversity such as other cultures, traditions, beliefs and non-beliefs. • making use of spontaneous and unexpected opportunities which present themselves such as news items or the chance to host visitors. • inviting a range of visitors into school who represent culturally diverse groups to further learning and understanding. • making educational visits which help children to explore diversity. • using collective worship, our school values and British Values to learn about and explore diversity, understanding and tolerance etc. • using philosophy to question and explore big questions including issues of diversity. |
| <p>Challenges:</p> | <ul style="list-style-type: none"> • Almost all-white British schools in rural part of large, mainly rural county with limited opportunities to meet with, and be with those from other racially or culturally diverse backgrounds • The schools are aware that there are a very few families who have vocalised some concern about living in an increasingly culturally diverse UK. We therefore presume there may possibly be others who feel similarly, but do not speak about it. |
| <p>Success criteria for Objective 1.</p> | <ul style="list-style-type: none"> • Children will report improvements in their knowledge and understanding of the diversity of race, cultures and traditions in the country in which they live, including their own culture and traditions. • Philosophy, discussion time and partner talk will be embedded across the schools and children will |

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| | <p>use these as a way to discuss issues of culture, diversity and identity.</p> <ul style="list-style-type: none"> • The schools' curriculums and collective worship records will show evidence of this work being taught and assessed. • School logs will continue to show nil or very small numbers of incidents |
| Progress Record | |
| <p><u>Equality Objective 2</u> To reduce the attainment gap between girls and boys in reading across the schools at the end of KS2 (girls almost always outperform boys) (To advance equality of opportunity)</p> | <ul style="list-style-type: none"> • Analyse reading attainment and progress results for boys and girls to spot any trends or indicators which may help us account further for the differences in performance • Embed Read, Write Inc. at Carleton Rode and Power of Reading across the federation and promote reading for pleasure • Research best practice and trial evidence-based strategies to find what works • Network with other schools to find support and advice as to how we can raise boys' attainment further • Engage and inform parents and carers and get their support • Ensure we have quality, appealing reading resources for boys • Ask boys and girls for their opinions as to why there is a difference and what can be done to address it |
| Challenges | <ul style="list-style-type: none"> • Three year KS2 reading attainment data for 2017-19 (no data in 2020), shows that girls attained more highly than boys in reading in both schools in every year except at Carleton Rode in 2017. • The schools have small cohorts of children which means that patterns of data can vary widely year on year as groups are not large enough to always be reflective of national averages and norms. Gender variations are therefore more likely to occur within cohorts. • We have often had a higher than the national average number of children with special needs or disabilities which can also make narrowing the gender gap in attainment more difficult as by chance sometimes the majority of these children in a cohort are mostly boys or girls. • We know from all our Ofsted, School Improvement and Executive Headteacher records that the quality of teaching and learning is at least good and often better in the schools, so it will be a real challenge to find a way to reduce the gender performance gap. |
| Success Criteria for Objective 2 | <ul style="list-style-type: none"> • End of KS2 data will show a reduction in the gender gap between girls and boys in reading. The schools will be able to demonstrate, through individual case studies, why this is not so if a pattern of improvement is not seen in results by 2022. |
| Progress Record | |
| <p><u>Equality Objective 3</u> To improve a range of outcomes for disadvantaged (including SEN) and disabled children through further</p> | <ul style="list-style-type: none"> • Provide access to pastoral worker • Provide a programme of support, bespoke if required based on assessment of needs/issues • Utilise wide range of resources and organisations for help/support including through LA and national charities |

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| <p>supporting their well-being and emotional development.</p> | <ul style="list-style-type: none"> • Work closely with families so everyone is aware and on board • Listen widely and well to children and families to pick up on trends and patterns which indicate needs • Ensure all staff are aware of the link between poor mental health/wellbeing, attendance and disadvantaged/disabled and know how to identify and act to address it • Source resources, where eligible such as IT devices for home learning |
| <p>Challenges</p> | <p>Disadvantaged and disabled children in the federation often face greater barriers to wellbeing and learning success. Observations and data analysis show that they tend to suffer from higher levels of anxiety, dysregulation and illness and are absent from school more often. We would like to ensure that they get all the help and support they need to develop good physical and mental health and strategies for coping so that they can flourish.</p> |
| <p>Success Criteria for Objective 3</p> | <ul style="list-style-type: none"> • Pastoral case studies will show improved outcomes from baseline • Attendance will improve for these groups over time • Children and families in this group will report improvements over time • Staff will be skilled at early identification and action |
| <p>Progress Record</p> | |