

Bolham Primary School Equality Plan



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.
- To prepare and publish one or more specific and measurable equality objectives.

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, for example girls and boys.

Description of the improvement needed

Attainment data shows us that:

- Girls outperformed boys in reading and particularly in writing in their 2023 KS2 statutory assessments. Their progress is also higher than boys.
- Boys and disadvantaged children underperform in maths in their 2023 KS2 statutory assessments compared with that of girls.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?																																																														
Formal data will be analysed by gender and disability and we will act on any trends or patterns in the data that require additional support for pupils. Regular school monitoring will also identify any areas for development which may fall outside of the data	SM	Termly Annually	PPM sheets Monitoring information	<table border="1"> <thead> <tr> <th rowspan="2">Attainment</th> <th>KS2 '23</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>80</td> <td>76</td> <td></td> <td>90</td> <td>78</td> <td>72</td> <td>80</td> </tr> <tr> <td>Boys</td> <td>80</td> <td>70</td> <td></td> <td>40</td> <td>65</td> <td>74</td> <td>60</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">Progress</th> <th>KS2 '23</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>1.36</td> <td></td> <td></td> <td>-1.05</td> <td></td> <td>1.76</td> <td></td> </tr> <tr> <td>Boys</td> <td>0.77</td> <td></td> <td></td> <td>-4.90</td> <td></td> <td>-0.28</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • This end of year data which informed the objective above will be compared with the data of 2024. • Book scrutinies, pupil conferencing and lesson observations will also inform progress checks as pupil group numbers are often too small to make reliable judgements alone. • Teachers are able to talk about the progress targeted children are making. • Seeing data improved for targeted children. 	Attainment	KS2 '23	Reading		Writing		Maths			Sch	Nat	Sch	Nat	Sch	Nat	Girls	80	76		90	78	72	80	Boys	80	70		40	65	74	60	Progress	KS2 '23	Reading		Writing		Maths			Sch	Nat	Sch	Nat	Sch	Nat	Girls	1.36			-1.05		1.76		Boys	0.77			-4.90		-0.28	
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Ensure the curriculum promotes role models that young people positively identify with, which reflect the school's diversity in terms of gender and disability.	SM	Termly	Library service support	<ul style="list-style-type: none"> • Review the curriculum and school resources (books) to ensure that it contains a good representation of diverse inspirational people. • Include additional current role-models for children that reflect the demographics of the school and provide opportunities for further discussion about diversity and equality. • Plan in whole school opportunities to celebrate positive role models. 																																																														

Equality Objective 2

To improve the attendance between groups of children, in particular white British and those who have English as an additional language (EAL).

Description of the improvement needed

Our whole school attendance is consistently above national average (96% compared with a national figure of 94.3% on the same day) however our pupils with EAL have an average attendance of 92.1% compared with 94.1% nationally. This data is a very small sample size (2 pupils).

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To work alongside our local Attendance Improvement Officer to raise the attendance to the agreed Devon charter of 97%.	SN/SM	Termly	Local authority data	<ul style="list-style-type: none">• Data analysis at attendance meetings.• Looking a specific group of children and families to target.• Attendance data to show improvement in targeted areas.
To regularly monitor attendance data to identify trends and groups needing early intervention and additional support to improve attendance.	SM	Monthly	Data sheets Arbor	<ul style="list-style-type: none">• Monthly attendance analysis shared with staff.• Attendance meetings with parents to try and establish reasons and offer support.• Rewards / letters for improved attendance.
To make our attendance expectation and the importance of regular attendance clear and understood by parents, pupils, and teachers.	AG / SM	Weekly	Newsletter Data sheets INSET	<ul style="list-style-type: none">• Newsletters to inform parents of focus.• Meetings with staff and parents to have an attendance section to highlight attendance percentage and some active strategies of how to improve this.• Teachers talking to children in the classroom. Rewards for improved attendance.

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

We live in a community in which the predominant faith is Christian and the ethnic demographic is predominantly white British – our pupils are rarely exposed to contrasting faith communities or ethnicities. We need to ensure that our pupils develop attitudes and knowledge which enable them to be inclusive and accepting of people from all backgrounds.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Ensure that the literature available in school (library books / class texts etc) are culturally diverse.	JH Library Team	Termly	Devon Library Service School displays	<ul style="list-style-type: none">• Devon Library Service to choose a selection of books with culturally diverse characters.• Rolling Programme will show a range of texts based on different cultures.
Re-introduce trips to contrasting communities, eg Exeter / London.	SM	Annually	School trip costing sheet Reduced for PP pupils	<ul style="list-style-type: none">• Children will be offered a residential trip to London in UKS2• Children in LKS2 will visit Exeter
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, EID, Christmas. Ensure that the RE curriculum includes trips and visits.	LC SM	Annually	INSET meeting School calendar	<ul style="list-style-type: none">• When completing our 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.

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 have not had any reports of racist incidents or bullying in the last 12 months, we need to ensure that systems and processes are familiar to staff who need to be aware of them.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Staff to be reminded of how to identify any possible signs of bullying.	SM then all staff	Throughout the school year		<ul style="list-style-type: none">• CPOMs records which are analysed and reported to the LGB on a termly basis
To ensure children are reminded on a regular basis not to tolerate any unkind behaviour and to speak out if they feel that they are being exposed to unpleasant or sustained targeted behaviour.	SM and all staff	Throughout the school year		<ul style="list-style-type: none">• Anti-bullying week will be plotted into our annual assembly cycle.• PSHE lessons will address bullying through the relevant modules.• 'Drip feed' anti-bullying messages throughout assemblies.

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:

- As a school we do this naturally, but we do not make this explicit or explicitly conscious.
- We are accepting as a school but do not always actively promote equality and diversity across our staff team.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Publish and promote the Equality Plan through the school website and staff meetings. All staff and Governors are aware of this plan through governor's meetings and staff meetings.	SM	Annually	Equality plan Action plan Review document. Governor's meeting Governor's report.	<ul style="list-style-type: none">• Equality plan is published, and staff and Governors are aware of it.• Action plan is made known to staff and this features in staff meetings and training to ensure targets are being met.
All staff appointments and promotions are made based on merit and ability and in compliance with the law.	SM	As needed	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.	SM	Termly	Staff training Staff safe or similar platform	<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 staff may have.

			to record concerns.	<ul style="list-style-type: none">• Making sure staff are confident enough to report incident of low-level behaviour.
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