

Thorncombe St Mary's CE Primary Academy - LGB Review of Equality Objectives, May 2023

Through living, learning and growing together we nurture each individual's uniqueness and potential so that they may enjoy life in all its fullness. John 10:10

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.

The Trust has set five equality objectives for the four year period from May 2021 until May 2025.

The nine characteristics that are protected by the Equality Act 2010 are: age; disability; gender reassignment; marriage or civil partnership (in employment only); pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Review by Catherine Davis, Chair of Governors and Lead governor for SEND, with input from other governors and the Head of School (HoS).

Evidence from: School Development Plan (SDP); Headteacher's Reports (HT reports); school policies/procedures; newsletters to parents/carers; sight of planning documents e.g. curriculum, collective worship; governor monitoring/visits; and formal/informal discussions with HoS and staff.

Intent	Implementation	LGB review to monitor impact
<p>Objective 1 - To continue to promote understanding and respect for diversity and equality</p>	<ul style="list-style-type: none"> ● Raise awareness of aims and objectives of policy by sharing with staff and the wider community. ● Provide further staff training in all aspects of equality & diversity to support staff understanding and awareness. ● Introduce all aspects of statutory RSHE into the PSHE curriculum and continue to build a shared understanding of this work with parents/carers so they can support this at home 	<p><u>Stakeholder awareness</u> - HoS shared the <i>Equality policy and objectives</i> with staff at Aut1 staff training; policy/objectives published on the school website for wider community but not specifically shared with parents/carers.</p> <p><u>Accessibility</u> - updated Plan shared to governors and published Dec 2022.</p> <p><u>Uniform</u> - updated Policy reviewed/approved by LGB Dec 2022 to ensure uniform that avoids discrimination and offers the best value to parents/carers. [Note: parents encouraged to contribute to and/or use 'pre-loved uniform rail'.]</p> <p><u>Staff CPD</u> - No Equality specific CPD in place but elements are covered in staff safeguarding training and updates. HoS monitors curriculum planning to ensure teachers create opportunities for teaching/learning about equality and diversity.</p> <p><u>Statutory RSHE</u> - PSHCE teaching/learning follows the new Jigsaw framework including statutory RSE modules taught in summer term. As in 2021 and 2022, RSE is scheduled for Summer 2023; parents/carers will be sent letters, content and option to withdraw ahead so they could support RSE teaching/learning.</p>
<p>Objective 2 - Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the diversity of Modern Britain in</p>	<ul style="list-style-type: none"> ● Identify opportunities to promote diversity through all aspects of the curriculum, e.g. resourcing, study of historical figures etc ● Promote engagement of visiting speakers to school to broaden children's 	<p><u>SEF/SDP</u> - 3a, 3b and 3d identifies the need to offer opportunities for all pupils to understand, appreciate and respect differences in the world as part of their spiritual/cultural capital development. This is addressed via the curriculum, particularly RE and PSHCE, and through the wider extra-curricular offer.</p> <p><u>Curriculum</u> – thoughtful planning from EYFS to Yr6 incorporates opportunities to develop an understanding of a diverse range of people, groups and cultures.</p>

<p>terms of race, gender and disability.</p>	<p>perceptions of equality and diversity</p> <ul style="list-style-type: none"> ● Ensure the school calendar and displays reflects opportunities to reflect and remember the importance of diversity, ● Deliver a programme of assemblies, outside visitors and education trips to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics. 	<p>Related teaching/learning most obvious in:</p> <ul style="list-style-type: none"> - <i>RE</i>: recently adopted Devon & Torbay scheme has Christianity at its heart (50%) and encompasses other cultures and faiths e.g. Judaism, Islam and Hinduism with opportunities to link British Values e.g. KS2 considering what it is like for a Hindu to live in Britain today linking values of mutual respect and tolerance. - <i>PSHCE</i>: Jigsaw scheme covers similarities/differences, relationships, cultural diversity etc. Examples: KS1 understanding that families can look different; LKS2 how the work of people around the world influences their life (needs and rights); UKS2 the benefit of cross-cultural communication linked to British Values. - <i>History</i>:- inspirational characters of varied races/religions e.g. Mary Seacole Boudicca (valiant women), Ernest Shackleton, Mary Anning. - <i>Music</i>: exploring music from around the world. - <i>English</i>: class texts selected to promote equality, offer an inclusive education and present positive role models. Reading material 'Little People Big Dreams' etc. <p><u>School calendar / collective worship planner</u> - festivals/themes around diverse faiths/cultures e.g. Christmas, Chinese New Year, Diwali, Shabbat, Ramadan etc.</p> <p><u>School displays</u> - book displays have a range of cultures and faiths represented.</p> <p><u>Enrichment/awareness events</u> - e.g. Black History Month, Anti-Bullying Week, World Book Day, International Women's Day, Science Week (achievements female/male), KS2 Eurovision Live Lesson, cultural dance workshop and World Refugee Week (planned for June).</p> <p><u>Staff</u> - External providers/coaches bring the balance of male role models to the otherwise all female teaching team.</p> <p><u>Visitors</u> - External guests visit school regularly as positive role models (e.g. clergy, farmers, police, nurse, Thorncombe First Responders) but not specifically to broaden the children's perception of equality and diversity.</p> <p><u>Intra-MAT events</u> - children work/socialise with peers from different socio-economic backgrounds; challenge for Gifted & Talented; SEN/PP participation.</p> <p><u>Education trips/residentials</u> - enrichment typically linked to curriculum, local context or active learning but less obviously to broaden children's perceptions of equality and diversity (except for Mary Anning at Lyme Regis in 2022). Year 6 city residential with other MAT schools isn't possible in 2022/23 due to prohibitive costs; city break to Cardiff, Bristol or London to be planned for early 2023/24.</p> <p><u>Link school</u> - Relationship with Ghale Gaun school in Nepal lost through Covid and school leadership changes. Considering link in Zambia via the Diocese.</p>
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<p>Objective 3 - Ensure tolerance and respect towards individuals who identify with any of the protected characteristics</p>	<ul style="list-style-type: none"> ● Ensure regular analysis of any negative behaviour incidents to identify any patterns related to protected characteristics, e.g. racism, and ensure any necessary action is taken to mitigate this e.g. further education, involvement of parents/carers etc ● Utilise collective worship (assembly) opportunities to promote equality and diversity and to tackle issues of discrimination or oppression for any protected groups ● Respond to world news/current affairs issues (related to any individuals / protected characteristics) through collective worship (Picture News) or PSHE sessions. Continue to promote the school's position regarding equality through communication channels with parents/ carers so that there is a shared appreciation of diversity and/or British Values 	<p><u>Behaviour oversight</u> - Embedding consistent high behavioural expectations has been a focus for 2022/23 (SDP plan 2) with positive results driven through the school's Christian ethos, raised staff awareness and HoS support/monitoring. Trust adopted new Behaviour Policy Dec 2022.</p> <p><u>Pupil survey Spring2</u> - 100% agree/strongly agree that the school makes sure its pupils are well behaved. 91.7% said they had not been bullied; of the 8.3% who thought they had been bullied, 100% thought this had been dealt with quickly and effectively.</p> <p><u>Behaviour analysis</u> - HoS/DSL monitors CPOMs for any patterns in incidents of behaviour with regard to 'protected characteristics' and reports termly data at LGB meetings. No issues relating to 'protected characteristics' identified via HT's Reports (Aut/Spring) nor through governor monitoring visits apart from isolated incidents of disruptive behaviour linked to identified SEN issues; relational support plans in place and school works with external agencies eg. Inclusion Team and TAF.</p> <p><u>Worship</u>: Enhancing understanding of Christianity as a multicultural world faith is a SIAMS priority identified in SDP3d with plans shared but so far limited evidence. Building links between core Christian values and British values is embedding; linking vision/values with aspirational characters to promote understanding protected characteristics is less evident.</p> <p><u>National/World News</u> - Whilst not promoted, current affairs (eg. Black Lives Matter, immigrants to UK, Ukraine/Russia war, Turkish earthquake) is discussed in PSHCE, supported by CBBC Newsround (KS2) and sometimes revisited in worship. The Happy News has been introduced to celebrate good people and uplifting stories from around the world.</p> <p><u>Shared appreciation of diversity and/or British Values</u> - Newsletters and social media feature religious/awareness events and promote school funded activities but the school's response to current affairs is less obvious. Website news blog showcases extra-curricular highlights. Parents invited to worship led by their children e.g. Mental Health Ambassador worship re. wellbeing for all.</p>
<p>Objective 4 - To monitor assessment and other data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group</p>	<ul style="list-style-type: none"> ● Careful tracking of attainment and progress for pupils with the "Protected Characteristics". ● Ensure reasonable adjustments are in place for these children. Where appropriate, work with outside agencies to achieve the best progress for our children 	<p><u>Tracking attainment/progress</u> - Termly pupil progress meetings review individual progress, barriers and needs of pupils with 'protected characteristics'. Data (incl. EYFS) shared to LGB via termly HT's reports; discussions as per LGB minutes. Trend data analysis is likely to increase in usefulness as numbers on roll grow.</p> <p><u>Reasonable adjustments</u> - Managing the complexities of SEN and disadvantaged pupils (Pupil Premium - PP) is prioritised in SDP [1e, 3c and 4d]; staff receive training and progress is monitored by SLT/governors to ensure <u>all</u> children thrive. MyPlans in place for children with SEND including relational care plans.</p>

	<ul style="list-style-type: none"> ● Monitor engagement of uptake at any extra-curricular activities or enrichment provision to ensure these opportunities are accessible to all 	<p>Reasonable adjustments in place and monitored e.g. teaching adaptation, interventions, SEMH breaks, parent support to enable children with SEN participation in irregular school activities on/off site, alternative provision for children with SEN unable to join school trip/s due to risk, emergency procedure adaptation. HoS working with parents, outside agencies and MAT Inclusion Lead to progress EHCP applications. Other children are being monitored. Individual plans for PP children; some support programmes offer broader benefits to the whole class e.g. Numbots, TTRS and Lexia.</p> <p><u>Curricular/extra-curricular enrichment</u> - Breakfast and after school clubs in place with funding for PP children. Afterschool sports promoted and funded by the school to encourage uptake by all. Full/partial funding for PP children to join trips, workshops, Sports4all and Yr4/6 residential. Dorset Music Services provide <u>all KS2</u> children opportunity to look after and learn to play a musical instrument.</p> <p><u>Pupil Survey Spring2</u> - 91.6% agree/strongly agree that they take part in clubs and activities at this school, 4.2% did not know, 4.2% disagree.</p>
<p>Objective 5 - To review staff related policies and procedures to ensure they comply with the Act (e.g. recruitment, CPD, flexible working, maternity and pay policies) and the Trust offers equal opportunities to all staff</p>	<ul style="list-style-type: none"> ● To undertake an initial analysis of data relating to current employees with regard to race, gender and disability and report this to the Board Finance & Audit Committee. ● To undertake an annual data analysis, noting any changes. ● Carry out equality impact statement 	<p>As per policy, analysis of current employees (in terms of race, gender and disability) is undertaken by Acorn MAT Hub.</p> <p><u>Ethos Group</u> - Termly meetings include consideration of Trust and school culture. March 2023 minutes noted: Trust commitment to supporting mental health and wellbeing for children, staff and community e.g. Mental Health Ambassador scheme and sign up to The Education Staff Wellbeing Charter; MAT Inclusion Lead oversees quality of SEN teaching and support; Trust's recruitment process projects its commitment to inclusivity and support.</p>

Considerations for 2023/24:

- Develop 'big question' strategies in worship and PSHCE to build children's understanding of discrimination and oppression.
- Raise the profile (via newsletters and displays) of the school's work in developing the children's awareness of world news/topics and understanding of equality, diversity, discrimination and oppression through the PSHCE curriculum etc.
- Develop links with children's own lives (e.g. veganism, two mums/dads, bilingual, culturally diverse parents etc.) to promote equality and diversity.
- Broaden range of visitors and/or virtual guest speakers to introduce a wider range of protected characteristics e.g. race, varied disabilities etc.
- Re-establish relationship with Ghale Gaun school in Nepal (Buddhism, simple life, Everest) and/or establish school link in Zambia via the Diocese.
- Build from the coronation celebrations to develop/maintain interest in the Commonwealth and the monarchy's role in promoting equality/diversity.
- Link school vision/values with introducing a broader range of aspirational characters (living and in recent history) and associated causes e.g. Marcus Rashford, Malala Yousafzai, Geraint Thomas, Nelson Mandela and Desmond Tutu etc.
- Encourage interest in relevant televised events/shows that showcase achievement despite disability e.g. para-sports and Strictly Come Dancing.
- Explore local multicultural opportunities.