



## St Barnabas and St Philip's CE Primary School

### EQUALITY PLAN 2023-2026

<b>Approved by</b>	Full Governing Body
<b>Date</b>	September 2023
<b>Date of or Review</b>	September 2026

<b>Public Sector Equality Duty</b>			
<b>Eliminate discrimination, harassment and victimisation</b>			
	<b>Action</b>	<b>Success criteria</b>	<b>Evaluation and Timescale</b>
<b>Behaviour</b> Maintain high expectations of behaviour and positive interactions between all groups of children	<ul style="list-style-type: none"> <li>• Review whole school Behaviour Policy with shared values and a consistent approach to rewards and sanctions.</li> <li>• School values and vision embedded in policy and practice.</li> <li>• Termly monitoring of whole school behaviour records.</li> <li>• Pupil Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Significant incidents managed effectively and efficiently in line with whole school policy.</li> <li>• Children feel safe and happy.</li> </ul>	Termly report to FGB

**Public Sector Equality Duty**

**Advance Equality of Opportunity between different groups**

Target	Action	Success criteria	Evaluation and Timescale
<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Children across the school make rapid and sustained progress to meet their challenging targets in Reading</li><li>• Children in Year 1 and 2 make rapid and sustained progress to meet their challenging targets in the phonics screening test</li></ul>	<ul style="list-style-type: none"><li>• Please see end of year target setting document for information about expected achievement at the end of the 22-23 academic year.</li></ul>	<ul style="list-style-type: none"><li>• Externally moderated Spring and Summer term pupil data is accurate.</li></ul> <p><u>Disadvantaged:</u></p> <ul style="list-style-type: none"><li>• There will be diminishing differences between the <u>attainment</u> of disadvantaged pupils compared to non disadvantaged pupils.</li><li>• In all year groups the disadvantaged, including the least and most able will make the same <u>progress</u> from their starting points as their peers.</li></ul> <p><u>Most able:</u></p> <ul style="list-style-type: none"><li>• In all year groups the most able will meet their challenging <u>attainment</u> targets so that they always achieve their full potential across KS1 and KS2.</li><li>• In all year groups the most able will make good <u>progress</u> from their starting points so that they always achieve their full potential across KS1 and KS2.</li></ul>	<p>Termly report to FGB</p>

		<p><u>Gender:</u></p> <ul style="list-style-type: none"> <li>• There will be diminishing differences between the <u>attainment</u> of boys compared to girls.</li> <li>• In all year groups the boys will make the same <u>progress</u> from their starting points as the girls.</li> </ul> <p><u>SEND:</u></p> <ul style="list-style-type: none"> <li>• Children with SEND will meet their targets.</li> </ul>	
<p><b>SEND</b> Children with EHCPs meet their targets in July 2024/25/26</p>	<ul style="list-style-type: none"> <li>• The school's provision is reviewed so that it is precisely tailored to meet the contextual needs of the school and its children.</li> <li>• Precisely targeted support for pupils on the SEND register is in place.</li> <li>• Termly monitoring of impact of interventions takes place.</li> <li>• Regular meetings with parents of children on the SEND register to discuss Local Offer and EHCP targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with EHCPs meet their targets in July 2020.</li> </ul>	Annual report to FGB
<p><b>Attendance:</b> Improve the attendance of those children who are persistently absent (10%+)</p>	<ul style="list-style-type: none"> <li>• Liaise with Early Help Team regarding children who have concerning attendance. Refer unauthorised absences to LA.</li> </ul>		Termly report to FGB

**Public Sector Equality Duty****Foster good relations between different groups**

<b>Target</b>	<b>Action</b>	<b>Success criteria</b>	<b>Timescale</b>
The school promotes equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour.	<ul style="list-style-type: none"><li>• Implement whole school curriculum maps and unit plans which reflect the teaching of equality and diversity.</li></ul> Implement: <ul style="list-style-type: none"><li>• Keeping Safe sessions with NSPCC and local police</li><li>• Anti- bullying week</li><li>• Think and Rethink sessions for Year 5 and 6-Prevent team</li><li>• On line safety workshops for parents</li><li>• Well- being workshops for parents</li><li>• Learn Well workshops for Year 6 re: mental health and well- being –MIND charity</li><li>• Pupil surveys</li></ul>	<ul style="list-style-type: none"><li>• Whole school curriculum map, unit plans and displays reflect the teaching of equality and diversity.</li><li>• Pupils’ books reflect the teaching of equality and diversity.</li><li>• Children feel safe.</li></ul>	Termly report to FGB