



Equality Act Objectives 2022-2025

Objective 1: To narrow the gap in English and Mathematics between identified groups (to be identified yearly based on data analysis)

1. Background

From data analysis (FFT, Perspective Lite, and pupil progress monitoring) completed by the school it has been identified that the attainment and progress of pupils from different groups (e.g. gender specific, or those from a particular ethnic group) can vary each year. The school is eager to ensure that all children have equality of opportunity when it comes to their academic achievement and this will always form a central part of the school development plan.

2. Procedure

- Data analysis is a central part of school self-evaluation. Using end of year assessments and other reports such as FFT, Perspective Lite and pupil progress monitoring, the school will identify any key groups who need to be targeted the following year. This will be discussed during school development planning sessions and the overall priorities will be identified.
- Pupil Interviews/surveys will be carried out to investigate the thoughts and feelings of an identified group.
- Pupil progress meetings will be carried out during the course of each academic year and the results fed back to class teachers.
- This area will be considered by both English and Mathematics Subject Leads and will be targeted by priorities within their associated action plans.
- Interventions will be put in place where appropriate.
- These areas (including Pupil Premium and other vulnerable groups) will be monitored by the Governing Body.

3. Responsibility

Headteacher, English and Maths Subject Leads and Governors

4. Measurable success indicators

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Evidence of the gap narrowing between the identified group and the rest of the cohort. This will vary in outcome depending on the group identified and the priorities identified.

5. Timings

This is an ongoing objective and ongoing data analysis will be used throughout the year with pupil progress monitored termly by the teaching staff. Governors will monitor pupil progress during the year. It is expected that end of year results will show increased levels of attainment and the gap being narrowed.

6. Expenses

The Headteacher and Subject Leads will identify any resources to support this objective. There will be costs involved with putting intervention methods in place. Pupil Premium money may be used.

7. Resistance

Historically there have been at times some parental resistance to interventions being in place for their children for a number of differing reasons. Particular home circumstances for some vulnerable groups will need to be examined and solutions put in place to ensure equality of opportunity.

8. Problems

New government priorities and other issues beyond the control of the school (such as diminishing Local Authority support and changes in resourcing) may hinder and make implementing consistent and effective support and intervention difficult.

9. Learning from others

CB23 Network, Local Authority

10. Engagement

Headteacher and FGB

Objective 2: To ensure that the emotional and social needs of pupils with additional needs are met

1. Background

It has been identified that some pupils with SEND have difficulty in social inclusion with peers. The Summer 2022 Parent Consultation responses included some concerns about peer relationships, and although this did not relate exclusively to pupils with SEND, it is an area that staff are keen to address across the whole school community.

2. Procedure

- Access new PSHE training on peer mediation and healthy friendships.
- Discuss and complete the Children's Health and Wellbeing in the Primary School Whole School Review.
- Sign up for Healthy Friendships pack and training.
- Ensure succession planning and development of Mental Health Lead.
- Pupil interviews/surveys will be carried out to investigate the thoughts and feelings of an identified group.
- Development of peer on peer support such as reading buddies, house teams, playground leaders.
- Consider ways to promote wellbeing, resilience and inclusion.

3. Responsibility

Headteacher, SLT, PSHE Co-Ordinator, all staff and Governors

4. Measurable success indicators

Pupil voice, progress and attainment data of identified pupils, reports of playground and friendship incidents, pupils are better able to regulate emotions and relationships, DSLs monitoring trends within logs of concern.

5. Timings

Ongoing objective, monitored by Governors annually

6. Expenses

The Headteacher and PSHE Lead will identify any resources to support this objective.

7. Resistance

Parents who do not want their child to be identified as part of a particular group or otherwise feel that they are at risk of being stigmatised. Other parents whose children may not be included in particular initiatives.

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8. Problems

Staff absence, lack of engagement from pupils.

9. Learning from others

CB23, SEND Services and Local Authority, PSHE Service

10. Engagement

The Governors, Headteacher and parents.

Objective 3 – To extend and embed cultural capital through a continued rich range of experience, both in and beyond the school

1. Background

The Equality Objectives for 2017-2021 included an objective to promote cultural development and understanding through a rich range of experiences, both in and beyond school. From consultation with pupils, staff observations and feedback from external advisers, it had been noted that pupils needed more opportunities to experience and explore a wider range of cultures in and out of school.

Governors feel that although this objective has been broadly achieved, more can be done to extend pupils' understanding in this area.

2. Procedure

- Reviewing the representation of books in the library to promote a wider reading experience.
- Providing opportunities to explore different cultures, religions and their history in the half-termly home learning projects.
- Holding events and inviting visitors to school to celebrate diversity and provide hands-on experiences of different cultures and religions.
- External visits to e.g. places of worship, theatre, cultural and performance opportunities.
- Cluster school competitions.
- Informing families of cultural opportunities outside of school.
- Promoting British Values as part of our school life.

3. Responsibility

Headteacher, all staff and Governors

4. Measurable success indicators

Pupils' work/homework and books will display a wider knowledge of other cultures and pupils will be able to discuss other cultures with confidence, understanding and tolerance.

5. Timings

Development should be ongoing, assessed during homework projects, foundation subject assessments and evidenced by pupil voice.

6. Expenses

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The Headteacher and Subject Leaders will identify any resources to support this objective. There may be costs involved for trips and visitors which may be charged to parents or form part of FOBS fundraising.

7. Resistance

As a Church of England School, there may be parents who would not agree with their child visiting other places of worship.

8. Problems

Any issues arising from the above will be handled sensitively and with inclusivity in mind.

9. Learning from others

CB23 Network, Local Authority

10. Engagement

Headteacher and FGB