At St John’s and St Paul’s schools, we believe that **all learners and staff are of equal value** whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith, whatever their sexual orientation and whether they have a disability.

Our Equalities plan outlines our commitment to recognise and respect difference and to foster positive attitudes and relationships, and a shared sense of cohesion. We also strive to observe good equalities practice in staff recruitment, retention and development.

We aim to consult all of our school community on how we can further reduce and remove inequalities and barriers that may exist.

This is outlined in our Equalities Information document on the school website. We are also publishing an Equalities Action Plan below which contains specific objectives to further advance our compliance with the Equality Duty on the school.

**How did we devise the Equalities Action Plan?**

• Each term we undertake careful analysis of available assessment data and other evidence to identify the attainment and progress of groups of children like boys and girls, disadvantaged children, or children with a Special Educational Need or disability. This helps us ensure that we are working to achieve improved outcomes for all of our children.

• In the Autumn Term 2016, we conducted our first consultation with children (via the student and class councils), parents and carers, staff and governors to better understand the strengths of the school and how we can further reduce and remove inequalities and barriers that may exist.

Our latest review has informed our current plan for Sept 2020.

**Equalities Plan for 2020 - 2024**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Link to Equality Duty** | **Objective and Success Criteria** | **Action required** | **Person/People responsible** | **Date** |
| 1,2 &3 | The curriculum is inclusive of **all** pupils and deepens their understanding of protected groups  Children demonstrate inclusivity in their work and play  Pupil voice shows that all children feel they can access the curriculum and feel they are making good progress in their learning  Children demonstrate that they have an increased understanding of others’ needs. For example, they know that sometimes we have to treat others differently to be fair and inclusive | * Developing the depth of the curriculum to give children a greater understanding of the world * Clear planning with AWA to decrease the amount of persistent absentees so our most vulnerable children are having access to the full broad and balanced curriculum that is on offer * Staff training and parent workshops to support an increased understanding of discrimination and stereotypes and to develop their problem solving skills if/when faced with such issues. * Whole school curriculum planning to support children’s understanding of discrimination, stereotypes and to develop their problem solving skills when facing such issues. This may include: - Equalities workshops - Anti-bullying week whole school planning and activities - Induction planning in the EYFS encourages children regardless of gender to access all areas and resources within the curriculum offer * Staff will be updated on the changes to the PSHE curriculum so that they are prepared for its statutory implementation in September 2020 * Investigate SEND children to identify where the curriculum may be appropriately differentiated or intervention implemented * Staff give children opportunities to develop their independence through:  1. Choice of presentation of work 2. Clear differentiated instructions including use of visuals and task boards | Senior Leadership Team  Inclusion Team  Middle Leaders  All school staff  Parents and local community | From Sept 2020  On-going each term |
| 2 | Attainment gaps between Pupil Premium children and Non Pupil Premium children begin to narrow in all areas of the curriculum.  Termly assessment data analysis shows that attainment gaps for identified group are reducing  Observations show good engagement in lessons | * Actions here are contained in subject area action plans for English, maths and Inclusion. Examples include: - * Targeted discussions during pupil progress meetings where there is an identified significant gap between PP and Non PP * Where there is a significant gap between PP and Non PP attainment, data to be interrogated to identify whether there are any other factors involved and action plan appropriately | Senior Leadership Team  Subject/Middle Leaders  Class Teachers  Teaching Assistants | Termly  From Sept 20 |
|  | Develop a Relationships and Sex Education policy in line with the new government guidance   * Children have an understanding about relationships and sex appropriate to their age | Head Teachers and PSHE leaders to work with a focus parent group to consult on possible changes and share information about government changes to RSE as well as local recommendations.  • Agree a RSE policy with governors  • Meet with parents of every year group to share the new policy, curriculum and resources to support the lessons | Head Teachers/Deputy Head teachers  PSHE Leads in both schools | Sept 2020 |
| 3 | Families where individual members have mental health and/or physical well-being needs are well supported by the school.   * Identified families are signposted to relevant support agencies and their mental and physical well-being improves. | Continued targeted support to identified families  e.g. Place2Be parent counselling and ‘drop in ‘opportunities, Parental Engagement Team workshops and advice, School Nurse Team, MIND, CAMHs etc | Inclusion Team - including Place2Be, Parental Engagement Team, Attendance Welfare officer, School Nurse and Heath team  Senior Leadership | Ongoing |