

BRETENHAM PRIMARY SCHOOL EQUALITIES OBJECTIVES ACTION PLAN

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Linked to Trust Equality Policy Feb 2020 (renew date Feb 2024).*

Objective	Affected group	Success criteria	Person responsible	Actions to be taken March 2022 -23	Comments –Next review March 2023
To raise the engagement and attainment of boys in writing in the Early Years Foundation Stage.	Gender inequality	There is no significant gap between boys and girls in the attainment in writing by the end of Early Years Foundation Stage	RC	<ul style="list-style-type: none"> • monitoring the progress of boys writing to ensure progress is as evident as girls • provide writing activities to engage boys through the outdoor curriculum • provide workshops for parents to support their children with writing • Ensure targeted interventions include boys with greatest need for writing 	July 2022: 62% of boys attained the expected standard in writing 68% of girls attained the expected standard in writing
To ensure children with SEND make excellent progress through the school compared to national figures	Disability inequality	The progress of children with SEND is at least in line with national figures by the end of KS2	CT	<ul style="list-style-type: none"> • ensuring that support plans for children on SEND register (K) are effective in supporting learning • monitoring and inviting children on the SEND register to attend targeted After School Clubs • monitoring the work of children with EHCPs to ensure progress is evident • the Inclusion Team monitoring access for children with SEND and supporting teachers to ensure inclusion is effective 	July 2022: Percentage of children achieving the expected standard (national figure in brackets) RWM 19% (18%) Reading 19% (37%) Writing 31% (26%) Maths 31% (34%)
To embed the work on global learning throughout the school and successfully renew the RRSA level 2	Racial Inequality	Children of all racial backgrounds participate in all school events There is no significant difference in attainment between children from different racial backgrounds	LA	<ul style="list-style-type: none"> • promoting the values of ‘Harmony’ within the school through assemblies & SMSC lessons • celebrating religious events of key religions through assemblies, fairs, SMSC curriculum, and encourage no one to exclude themselves or their children from this • encouraging parents to be involved in the RRSA work through meetings and workshops 	

<p>To ensure that all groups of pupils have good attendance, as a result of increased engagement in their learning so that they can make improved progress</p>	<p>Ethnic inequality</p>	<p>Attendance figures for all ethnic groups are 96% or above There is no significant difference in attendance figures for different ethnic groups</p>	<p>TT</p>	<ul style="list-style-type: none"> • monitor attendance and provide regular breakdowns of data for all ethnic groups • liaise with EWO on families who are causing concern with their attendance • follow up and support families as necessary to improve their attendance 	<p>Attendance for the academic year 2021-22 for whole school and significant ethnic groups: Whole School (423 children) 95.35% Turkish (56 children) 95.34% Somali (48 children) 95.64% White Eastern European (34 children) 93.24% Black African (29 children) 97.70% Bangladeshi (28 children) 94.04%</p>
<p>To ensure that all children recognise their responsibility to respect each other, regardless of background, religion, race and to prevent any kind of extremist ideas or language being used or promoted within the school or the wider community</p>	<p>Religion and Belief</p>	<p>All adults are aware of systems in place for recognising and reporting potential concerns. Children can articulate the need to celebrate differences within our community. Children can explain their responsibility to accept others for who they are and respect them even if they are different</p>	<p>SH/DT</p>	<p>Training all staff and Governors on PREVENT through CP training annually.</p> <ul style="list-style-type: none"> • Ensuring everyone is able to recognize and report potential signs of radicalisation or extremism • PREVENT Workshops for children in years 5 & 6 to help understand the issues around radicalisation and extremism • Promoting the school ethos of HARMONY through Honesty, Awareness & Responsibility, celebrating diversity and valuing differences within our community in assemblies, community events etc 	

