



EQUALITY OBJECTIVES for 2023-27

Objective (1): To increase understanding of equality, diversity and inclusion by the whole school community and further reduce incidents of prejudiced based discrimination / behaviour.				
Rationale for Objective	Success Criteria	Governor Involvement	Monitoring & Evaluation	Reporting Progress
<p>Stakeholders do not all know about the protected characteristics or the duties contained within the Equality Act.</p> <p>Our curriculum content and resources need to represent wider society.</p> <p>Staff need to feel confident to address incidents of prejudice-based discrimination.</p> <p>We want to develop leadership role for DEIB.</p>	<p>Stakeholders will have a secure knowledge of the protected characteristics and the responsibilities contained within the Equality act for schools.</p> <p>Children will have increased opportunities to develop a strong sense of their identity.</p> <p>Stereotypes will be challenged and the potential for prejudice-based bullying will be effectively addressed.</p> <p>Staff will be more aware of unconscious bias and curriculum content and resources will be more inclusive / representative.</p> <p>Children will know about and value each other's cultures.</p>	<p>Nominated link governor for equality & inclusion</p> <p>Focused governor visits</p>	<p>Monitor curriculum/lesson plans to ensure EDI is incorporated through learning walks, book looks and environment reviews.</p> <p>Pupil voice</p> <p>Review of equality objective action plan</p>	<p>Termly HT Report to Governors</p> <p>Link Governor Visits</p>
Protected characteristics covered: ALL				

Actions	Timelines	Staff responsible	Resources -Time/CPD	Resources-Financial
Staff CPD focused on unconscious bias/ EDI/ the inclusive curriculum - all staff to be included and actively involved. Introduce shared images / icons for FBV / PCs.	Autumn 2023 Spring 2024	HT	Staff meetings / twilight training	Budget to be identified for staff meetings
Review / update school 'wider curriculum' documents about SMSC / BV / character education with the curriculum. Staff to plan lesson to intro DEIB / vocab.	Spring 2024	HT / SLT teachers	Autumn staff meeting (intro) Team / key-stage meetings Lesson time	
Develop use of Picture News / Newsround to ensure links to FBV and PCs are made explicit; provide opportunities for follow up in class.	Spring 2024	Class teachers	Class time	
Staff to revisit / reinforce the inspirational people who we have based our school teams on. Refresh displays.	Spring 2024 onwards	Class teachers	Lesson time	
Develop interactive displays for DEIB – all classes contribute.	Summer 2024	HT / teachers		
Audit current curriculum offer for each subject area with regard to provision for the protected characteristics.	Summer 2024	Subject Leads	Subject Leader time	
Consciously include key texts, resources and lessons which challenge stereotypes and are representative of modern-day society.	Autumn 2024 onwards	All staff	PPA	Budget to be identified for resources
Consult pupils and parents/carers re the impact of the implemented changes through a questionnaire	Summer 2025	Equality Governor HT	Focus group/survey School council meeting	
Future Developments Establishment of focus group to include representation from all stakeholder groups to further embed EDI across the whole school - Develop a Diversity Champions Group	Autumn 2025 +	Equality Governor HT		

Objective (2): To promote and celebrate diversity that reflects the cultural make up of our school community and that of modern Britain

Rationale for Objective	Success Criteria	Governor Involvement	Monitoring & Evaluation	Reporting Progress
<p>We have a diverse range of cultures within our school community as people move into Middlebeck / Newark from across the country and world.</p> <p>The school community continues to grow and diversify; we have new families joining us all the time and we want them to feel that they are welcomed and belong.</p> <p>The general equality duty requires us to foster positive relations between different groups.</p>	<p>Children will have increased opportunities to develop a strong sense of their identity.</p> <p>Children will know about and value each other's cultures.</p> <p>Diversity will be seen positively by all stakeholders.</p> <p>Stakeholders will know more about the cultures and communities that make up our school family.</p>	<p>Nominated link governor for equality & inclusion</p> <p>Focused governor visits</p>	<p>Monitor curriculum/lesson plans to ensure EDI is incorporated through learning walks, book looks and environment reviews.</p> <p>Pupil voice</p> <p>Review of equality objective action plan</p>	<p>Termly HT Report to Governors</p> <p>Link Governor Visits</p>

Protected characteristics covered: RACE, FAITH

Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
Class teachers make sure they are aware of the PCs (including cultural / religious background) of pupils in their class and draw on this as appropriate to raise wider awareness.	Spring 2024	Class teachers	Incorporate in PPA	
Parents are invited in to classes to talk about their cultural heritage and their journey to our school community (if appropriate).	Summer 2024	Class teachers	Lesson time	
A whole-school international event is planned (e.g. international week, international open evening).	Autumn 2024	HT	Planning / preparation time – involve CC Network	Budget to be identified for resources
Relevant visits and visitors from wider cultures / faiths (especially those not represented within the school family) are planned in to curriculum work.	Spring 2025 onwards	Class teachers	Incorporate in PPA Lessons Lesson time	Budget to be identified for visitors

Future Developments				
Regular international / cultural events are scheduled into the school events schedule	Autumn 2025	Whole-school		Budget to be identified for resources

Objective (3): To raise the attainment of girls in maths and science.				
Rationale for Objective	Success Criteria	Governor Involvement	Monitoring & Evaluation	Reporting Progress
<p>Some cohorts have a gap in attainment between boys and girls in maths and / or science.</p> <p>Throughout school we have groups of girls who lack confidence in maths and science.</p> <p>Pupil voice indicates children have stereotypical views of maths and science; scientists are thought to be male.</p> <p>Children have limited knowledge about female mathematicians and scientists.</p>	<p>Girls in all year groups will have opportunities to build their confidence in math – issues around self-esteem addressed (e.g. Girl Power Maths groups).</p> <p>Stereotypes will be challenged around women in STEM subjects</p> <p>Staff will be more aware of unconscious bias and curriculum content and resources will be more inclusive / representative through training and research.</p>	<p>Nominated link governor for equality & inclusion</p> <p>Focused governor visits</p>	<p>Monitor curriculum/lesson plans to ensure EDI is incorporated through learning walks, book looks and environment reviews.</p> <p>Pupil voice</p> <p>Review of equality objective action plan</p>	<p>Termly HT Report to Governors</p> <p>Link Governor Visits</p>
Protected characteristics covered: GENDER				
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
Staff CPD focused on unconscious bias/ EDI/ the inclusive curriculum - all staff to be included and actively involved.	Autumn 2023 Spring 2024	HT	Staff meetings / twilight training	Budget to be identified for staff meetings
Audit current curriculum offer for maths and science with regard to provision for the protected characteristics.	Summer 2024	Subject Leads	Subject Leader time	
Consciously include key texts, resources and lessons which challenge stereotypes.	Autumn 2024 onwards	All staff	PPA	Budget to be identified for resources
Provide opportunities for female mathematicians / scientists to come in to school to speak about their work	Spring 2025 onwards	Subject Leads	Time to prepare parent survey about their jobs / contact local businesses	Budget to be identified
Consider establishing maths / science confidence boosting clubs for identified girls.	Summer 2025	Subject leaders	Staff commitment Resources	Some budget required

Future Developments				
Establishment of regular 'Community & Career' days / weeks to promote a range of jobs and challenge stereotypes	Autumn 2025 +	Equality Governor HT		

Objective (3): To raise the attainment of boys in reading.				
<p>Rationale for Objective</p> <p>Some cohorts have a gap in attainment between boys and girls in reading.</p> <p>Throughout school we have groups of boys who appear to not enjoy reading / make limited progress in reading.</p>	<p>Success Criteria</p> <p>Boys in all year groups will have opportunities to build their experience of books and genres.</p> <p>A range of books will be available that appeal to all children.</p> <p>Staff will be more aware of unconscious bias and curriculum content and resources will be more inclusive / representative through training and research.</p> <p>Stereotypes will be challenged.</p>	<p>Governor Involvement</p> <p>Nominated link governor for equality & inclusion</p> <p>Focused governor visits</p>	<p>Monitoring & Evaluation</p> <p>Monitor curriculum/lesson plans to ensure EDI is incorporated through learning walks, book looks and environment reviews.</p> <p>Pupil voice</p> <p>Review of equality objective action plan</p>	<p>Reporting Progress</p> <p>Termly HT Report to Governors</p> <p>Link Governor Visits</p>
<p>Protected characteristics covered: GENDER</p>				
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
<p>Staff CPD focused on unconscious bias/ EDI/ the inclusive curriculum - all staff to be included and actively involved.</p>	<p>Autumn 2023</p> <p>Spring 2024</p>	<p>HT</p>	<p>Staff meetings / twilight training</p>	<p>Budget to be identified for staff meetings</p>
<p>Audit current curriculum offer for literacy with regard to provision for boys.</p>	<p>Summer 2024</p>	<p>Subject Lead</p>	<p>Subject Leader time</p>	
<p>Consciously include key texts, resources and lessons which appeal to both genders.</p>	<p>Autumn 2024 onwards</p>	<p>All staff</p>	<p>PPA</p>	<p>Budget to be identified for resources</p>
<p>Future Developments</p> <p>Recruit adult male reading volunteers to work with reluctant readers.</p>	<p>Autumn 2024 +</p>	<p>Literacy Lead</p> <p>HT</p>		