**Equality Objectives 2023-26**

**School: Easton CE Academy**

Through analysing pupil data for relevant protected characteristics, the following objectives have been set:

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|  | Objective | Protected characteristics | Target group | Why | How it will be achieved | Intended outcome |
| 1 | 1 | To increase the percentage of boys reaching the expected standard or above in reading and writing. | Gender | Boys | Data demonstrates that this group are making less than expected progress in all year groups across the school. Further adaptations to teaching and learning need to be made in order to help them make at least expected progress so the gap between girls and boys is reduced. | Pre-teach for identified pupils. Targeted interventions for identified pupils.  Close monitoring of attainment and progress.  Review of texts used. |
| 2 | 2 | To ensure all staff are confident and skilled at supporting pupils with SEMH needs so that the time spent out of class is reduced | SEN/disability | SEN | Incidents of children having to leave the class to visit the classroom are mainly pupils with SEN or SEMH.  100% of SEND pupils who were excluded had identifiable SEMH needs. | Review de-escalation training with all staff and induct new staff accordingly.  Continually review the behaviour policy and Pivotal approach.  SENCO to complete regular SEND reviews with teachers and adjust/set new targets accordingly.  To ensure all staff are confident and skilled at supporting pupils with SEMH needs so that the number of exclusions amongst this group is reduced. To support children with managing their emotions and managing challenging situations. Sustain the learning mentor team and their collective skills. Work with the School Mental Health Team to strengthen teacher and support staff skills in supporting children with SEMH. |
| 3 | 3 | To ensure all stakeholders, including, children adults (who work in school) and parents are aware of everyone’s responsibilities in eliminating discrimination prohibited by the equality act 2010. | Disability, gender, age, relationships, race, religion | Protected characteristics | Incidents recorded on cpoms show there is some incidents of derogatory language used around different protected characteristics.  The majority of our community is BAME and it is important our curriculum has strong representation to help raise aspirations. | Ensure our PSHE curriculum addresses discrimination.  Assemblies planned to teach children around their rights and responsibilities.  Make sure there is representation of all protected characteristics in our curriculum.  Have staff training around DEI  Set up parents meetings around DEI and discuss at parent forum and coffee mornings. |
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