**EQUALITY OBJECTIVES 22-23**

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| **1. OBJECTIVE: By the end of the 2022-23 academic year, we will have a greater awareness of the areas of equality that we have strong practice in and those areas that require further development.** |
| * Since school re-started in March 2021 after the coronavirus lockdowns, 2021-22 academic year was our first full academic year. Although there were disruptions due to cases of coronavirus amongst staff, pupils and families, we did remain open for the vast majority of time. This highlighted how the world has changed in relation to less travel, hardship, impact on health and other world events and made us consider at a Governor Away Day event in June 2022, how diverse our school is and if not, what do we need to do encourage more diversity, inclusion and awareness. |
| **2. OBJECTIVE: To further develop pupil’s understanding of different faiths** |
| * Although we teach about different faiths as part of our RE syllabus, staff report that pupil’s learning would be improved if they visited the places of worship of different faiths and participated in educational workshops if available. It is hoped that through knowledge and understanding gained through the visit, tolerance will also grow to prevent any discrimination. |
| **3. OBJECTIVE: To improve the participation and engagement of diverse groups of parent/carers in school activities by the end of the 2022-23 school year** |
| * We continue to identify that Black Minority Ethnic and White European groups of parent/carers are under-represented in groups such as our governing body and the Friends of St Clements. * If participation is increased, we hope this will have a positive impact in terms of these diverse groups feeling more included, represented and heard as well as this having a positive impact on pupil’s progress. |

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| **Equality Objective**  ***And…***  **Protected group this will affect or influence** | **How this objective will be met** | **Timeframe** | **Who has responsibility** | **Progress to date** |
| **1. By the end of the 2022-23 academic year, we will have a greater awareness of the areas of equality that we have strong practice in and those areas that require further development. (all groups)** | -Carry out an audit to ascertain current stage of development that we are at in promoting equality and diversity. **SLT by end of Aut 1 22**  (This might include a pupil questionnaire).  -Discuss key learning from Diverse Governing Bodies training (June 22) and action plan areas that the FGB want to develop further. **FGB mtg 19.9.22**  Begin to work on aspects of the audit that required development- this might involve setting up an action plan, focus groups of staff, governors, parent/carers & pupils, CPD, visits/visitors & purchasing of resources. **SLT** **Aut 2 22 onwards**  -Ongoing review of FGB diversity and equality action plan and updates on whole school equality & diversity work **Head Nov 22, Feb 23 & June 23 FGB mtgs** | Sept 2022-July 2023 | JP & SLT  Monitored by FGB | -Audit wasn’t carried out and areas were not identified by Governors or School Staff. Also, action plan wasn’t set up. This was due to the governor skills audit (Sept 22) showing that their understanding of equality and diversity had increased since the training in June 22 and other priorities coming to light as the year progressed.  -Also, monitoring of our curriculum, showed content was diverse (eg texts studied in English, topics in History and pieces of work studied and created in Art) and ongoing monitoring of after school club participation, showed equal access for boys, girls, EAL, SEND & PPG pupils.  Despite us not going ahead with the planned work, we have still gained an awareness of the areas of equality that we have strong practice in, so we will not pursue this in 23-24 |
| **2. To further develop pupil’s understanding of different faiths** | **-**Plan visits to places of worship other than Christian faith to link into class RE topics **HA by end of Aut 1 22**  -Relevant classes take part in visits and on return to school, produce information for peers so they can also learn about the different faith. Present in whole school/class worship.  -Consider setting up a link with a school in Lahore | Sept 2022-July 2023 | HA & JP  Class staff  Monitored by FGB | -Nov 2022, Year 6 visited the Jewish Museum in Manchester and and learnt more about Judiasm.  -List of places of worship for classes to visit was set up by HA, but will need to be re-drafted in light of us adopting the Locally Agreed Syllabus scheme from Sept 23. This will continue to be a focus in 23-24. |
| **3. To improve the participation and engagement of diverse groups of parent/carers in school activities by the end of the 2022-23 school year** | -Parental involvement lead continues to analyse the number of parent/carers who have attended events and also the attendance of groups- females, males, ethnic groups  -Head & Parental involvement lead meet to discuss ways to increase involvement of diverse ethnic groups- eg parent champions; informal coffee event; community event, discussion with a focus group to identify barriers and next steps. | Sept 2022-July 2023 | LS- Parental involvement lead  Class staff  Monitored by JP & FGB | -LS continues to monitor and analyse the number of parent/carers who attend events. Social events, class & rewards worships continue to result in the highest attendance. However, events in EYFS such as the Story & Toast and learning together events, have seen at least half of the parent/carers in a class attend.  Black Minority Ethnic & White European parent/carers have often attended in greater numbers than other groups at certain events, so it is about increasing the participation & engagement of all parent/carers in 23-24 to impact on their child’s future life chances. |

**EQUALITY ACTION PLAN - HOW OUR EQUALITY OBJECTIVES WILL BE MET**