

## Equalities Objectives Action Plan & Annual Review 2024 - 2025

The objectives are set in conjunction with the [STAR MAT Equalities Policy](#), the school's Accessibility Plan and Development Plan. Objectives are reviewed annually by the LGB and updated every three years.

	Objective	Issue	Actions	Who	Timescales	Success Criteria/Outcome	Annual Review of Progress
1	To further develop pupils' attitudes and commitment to their education through developing resilience in the face of set-backs and making a positive impact across the whole school community and during events.	<p>Pupils do not always show resilience when faced with difficulties e.g. sporting events.</p> <p>Pupils do not always take ownership in leading their vision and beliefs.</p>	<ul style="list-style-type: none"> <li>Metacognition session to be taught explicitly across school including review of how closely tailored to the pupils' interests these lessons are.</li> <li>Thrive approaches and whole class sessions to be delivered weekly.</li> <li>Assemblies to focus on overcoming difficulties, Thrive and inspirational people who have overcome difficulties.</li> <li>Use Lyfta to develop pupils' understanding of diversity.</li> <li>Organise whole-school assemblies that highlight diversity and inclusion</li> </ul>	ML/ KH/ AR	Ongoing throughout the school year	<ul style="list-style-type: none"> <li>Improved resilience in class and when facing things they find difficult.</li> <li>JLT, Buddies and Playground Leaders have clearly defined roles around school.</li> <li>Pupil leaders have a presence and contribute to wider school life.</li> <li>Thrive will be embedded across school.</li> <li>Thrive ambassador status achieved.</li> <li>Healthy schools award</li> <li>Positive feedback from children and parents on diversity-focused events and activities.</li> </ul>	
2.	To further develop a coherent curriculum that	Not all pupils have the same opportunities and	<ul style="list-style-type: none"> <li>Subject leaders to review and monitor their subjects</li> </ul>	All teachers	Termly- each subject will be	- Subject plans ensure a variety of cultural	

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	<p>is ambitious, engaging and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life</p>	<p>experiences as others within the community.</p>	<p>to ensure each subject is culturally rich and diverse.</p> <ul style="list-style-type: none"> <li>● Subject leaders to ensure a broad range of experience are provided to all pupils which provides diversity.</li> <li>● Ensure our curriculum is broad- providing learners with opportunities to find out about cultures/ view points different to their own.</li> <li>● Subject leader network events</li> <li>● LYFTA assemblies used to develop pupils' understanding of the wider world.</li> <li>● Assembly themes to cover these aspects.</li> </ul>		<p>reviewed as part of an on-going cycle.</p>	<p>experiences and learning opportunities are in place for all pupils. - Subject plans clearly identify key themes relating to FBV, SMSC and protected characteristics. - Subject leaders can confidently discuss how equality and diversity is embedded within their subject. - Evidence of learning will be visible in books and classroom environments. - Children can talk about their learning and the knowledge they have acquired and how</p>	
3.	<p>To develop a culture across school where pupils feel empowered to celebrate, value and nurture differences and commonalities.</p> <p>Ensure that curriculum plans and enrichment activities promote role models and heroes that young people positively identify with and ensure</p>	<p>Differences and individuality is not celebrated and shared as much as it could be by pupils. We want to raise the further raise profile to ensure our pupils feel empowered. Differences are not always valued and seen as positives.</p>	<ul style="list-style-type: none"> <li>● Thrive sessions</li> <li>● Assemblies Inspirational people, SMSC, Thrive, LYFTA Jigsaw and Personal Development lessons</li> <li>● Pupil leaders in school to lead on initiatives.</li> <li>● Thrive ambassador status,</li> <li>● Healthy Schools</li> </ul>	ML/ KH/ AR	<p>On-going throughout the year.</p>	<p>- Evidence of metacognitive strategies will be embedded within the classrooms. - Pupil voice will show pupils understanding of different strategies they can try to support themselves and others. - Pupils across school will have a good understanding of the different pupils' leadership roles and how</p>	



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	these reflect diversity in terms of race, gender, sexuality and disability					these people can help them. - Thrive sessions, assemblies and approaches are used across school to develop pupils' resilience. -Restorative language will be used consistently.	
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