



HOOK JUNIOR
SCHOOL

Equality & Diversity Action Plan 2022-2023

Main Equality Objectives

Attendance

- *Attendance for disadvantaged children to be in line with the attendance for non-disadvantaged children at the target of 96%*

Diversity

- *To actively promote and prioritise raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion through all aspects of school life*

Cultural Capital

- *To promote spiritual, moral, social and cultural development through all appropriate curricular and extracurricular opportunities*

Attainment and Progress

- *To monitor and analyse pupil achievement between pupil groups and act on any trends or patterns in the data that require additional support for pupils*

Diversity Objective- To actively promote and prioritise raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion through all aspects of school life

ACTIONS		SUCCESS CRITERIA How do you know?	PERSONNEL	£ / RESO URCE	MONITOR ING (Who, When)	TIMESCAE	RAG		
							Aut	Spr	Sum
A	Mapping out where equality and diversity exist and where there are gaps in the curriculum.	Curriculum Map completed showing where opportunities for Equality and Diversity exist Actions identified to address any gaps	JC / Teacher input	None		Spring – curriculum map started			
B	Ensure awareness of equality, ethnicity and diversity in all displays around the school and opportunities for specific inclusion displays or wall art where appropriate.	Displays across the school explicitly show equality, inclusion and diversity	Teachers	None					
C	Governors / with a member of SLT to monitor equality through the curriculum such as displays, texts, diversity within subjects, artists etc. Minute all monitoring.	Equality monitoring visit undertaken by governors and findings shared at FGB	Govs and SLT	None					
D	Behavior and prejudicial language monitoring to include greater analysis of patterns of all pupil groups e.g. gender, year group, ethnicity, SEND etc. Feedback to governors. Build in teaching within the curriculum if any trends arise.	Termly analysis of prejudicial language to identify any patterns in victim and perpetrators	JC, teachers and FGB	None					

		Results fed back to FGB and adaptations made to curriculum as necessary							
E	School council to engage in the equality and diversity action plan through pupil voice. Key question for school council to explore: Do we celebrate difference enough?	Action Plan drawn up and actions worked on by School Council /Plan shared with SLT	RB and School Council	None					
F	The website needs to reflect specific equality and diversity content.	Website to include Equality and Diversity section to reflect the culture and ethos of the school	JC and CG	None					
G	Ccommunication in other languages for parents	Admin staff to actively offer written forms of communication in different languages.	Admin Staff	None					
H	Ensure gender balance and diversity in the use of artists, books and themes through the curriculum.	Text, resources and units of work show a balance and range of diversity and gender balance.	Subject Leads, Teachers	None					

Cultural Capital Objective - *To promote spiritual, moral, social and cultural development through all appropriate curricular and extracurricular opportunities*

ACTIONS		SUCCESS CRITERIA How do you know?	PERSONNEL	£ / RESOURCE	MONITORING (Who, When)	TIMESCAE	RAG		
							Aut	Spr	Sum
A	Mapping out school activities to ensure a breadth of experiences for all pupils through the key stage (passport for pupils)	Curriculum map shows range of opportunities each pupil will experience across Key Stage 2 – diversity and range of experiences	JC and Teachers	None					
B	Continue to analyse club, trip and pupil roles and responsibilities data by pupil groups – identifying pupils not participating and encouraging engagement	Analysis completed of clubs and pupil responsibilities – Assessing balance of gender, PP groups	JC / Admin Staff	None					
C	Connect local, regional, national and global perspective through the curriculum and wider school life.	Curriculum across school shows links between the local, national and global perspectives – evidence in work and through pupil conferencing.	SLT, Teachers	None					
D	Identify the breadth of diversity and community links within the local wider community, then build in opportunities for visitors, trips and use of the local environment to provide greater opportunities for all children (Historical society, different faiths,	Curriculum map shows a range of visitors and trips that offer pupils a range of diverse opportunities across the Key Stage	JC and Teachers	None					

	sustainability, disability, gender). Build in greater reference to our school houses and their historic icons.								
E	To be more explicit within the curriculum about ethical issues.	Curriculum to include explicit opportunities for children to learn about relevant ethical issues	Teachers	None					

Attainment and Progress Objective - *To monitor and analyse pupil achievement between pupil groups and act on any trends or patterns in the data that require additional support for pupils*

ACTIONS		SUCCESS CRITERIA How do you know?	PERSONNEL	£ / RESOURCE	MONITORING (Who, When)	TIMESCAE	RAG		
							Aut	Spr	Sum
A	Termly monitoring and analysis of pupil groups, identifying group performance and identifying any trends. Additional support and adaptations put in place. Shared with teachers and FGB.	Analysis shared with staff and Gobs All children / groups meet their target	SLT / Teachers						
B	Pupil Progress meetings to be held with teachers to identify patterns in pupil groups and individuals. Identify additional support opportunities / adaptations to teaching	Meetings held and actions resulting in place All children / groups to meet their target	SLT / Teachers						

Attendance Objective - Attendance for disadvantaged children to be in line with the attendance for non-disadvantaged children at the target of 96%

ACTIONS		SUCCESS CRITERIA How do you know?	PERSONNEL	£ / RESO URCE	MONITOR ING (Who, When)	TIMESCAE	RAG		
							Aut	Spr	Sum
A	Explore and understand the reasons for disproportionately higher absentee levels of FSM pupils. Explore what support can be given to FSM individual pupils to begin to improve their attendance rates.	Support put in place for individuals to encourage good attendance FSM individuals achieve 96% attendance	JC/ KD						
B	Monitoring and analysis of pupil groups, identifying group attendance and identifying any trends. Additional support put in place in order to improve attendance rates	Support put in place for individuals to encourage good attendance FSM individuals achieve 96% attendance	JC						

General Actions

ACTIONS		SUCCESS CRITERIA How do you know?	PERSONNEL	£ / RESO URCE	MONITOR ING (Who, When)	TIMESCAE	RAG		
							Aut	Spr	Sum
	<p>Objective: Equality objectives to be generated, shared by stakeholders and regularly reviewed as a standing item on governor agendas (including monitoring staff protected characteristics, sharing the school census), built into policies (inclusion statement) as they are reviewed, in business meetings etc.</p>	<p>Staff and Gvs aware of main Equality Objectives</p> <p>Objectives regularly reviewed at FGB meetings</p> <p>Equality Objectives considered in the writing /review of all policies</p>	SLT, Governors	None					