

**Policy Document for: Equality objectives for Iwade School**

**Approved by LGB:**

**Due for Review: May 2025**

Additions/amendments in this version

May 2024	Updated and written under Public Sector Equality Duty aims

This document sets out the objectives for Iwade school and the action plan to achieve these in line with the Public Sector Equality Duty. These objectives are linked to the 3 aims of the Public Sector Equality Duty:

1. Eliminating discrimination and other conduct prohibited by the Equality Act 2010
2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
3. Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

The Trust has been leading a project with local Alliance schools on developing DEI (Diversity, Equality and Inclusion) across 23/24 to share best practice, resources and training opportunities.

**Aim 1: Eliminating discrimination and other conduct prohibited by the Equality Act 2010**

**Ensure the school is fully accessible to all pupils, families and staff and that approaches used are fully inclusive for all pupils**

- a. *Review the physical environment and act on any concerns raised*

	Actions taken in 23/24
Review accessibility plan and ensure that actions identified are completed	<ul style="list-style-type: none"> <li>• Accessibility plan has been reviewed</li> <li>• Additional slope added to the front of the school to ensure wheelchair access to Forest community along with ensuring the area is not blocked by cars parking</li> <li>• 2 of the 3 communities are floor level access throughout</li> <li>• Year R opens to a playground at floor level, access to the top-level playground is accessed via the Forest Community Zig Zag no stairs route.</li> <li>• Fire doors and classroom doors have been fitted with hold backs to ensure that doors can be held open to support free flow for children but safety in a fire</li> </ul>
Ensure OPAL offer is fully inclusive	<ul style="list-style-type: none"> <li>• OPAL offer allows for multiple areas of the outdoor play spaces to be used</li> <li>• Children contribute to the OPAL offer to ensure the needs of all children, including consideration for age/stage is given</li> <li>• OPAL resources are open ended to support active play for both genders and all ages</li> </ul>

	Actions taken in 23/24
Forest school is fully accessible for all pupils	<ul style="list-style-type: none"> <li>• The site has been considered to provide year-round access as far as possible so that all children have opportunities to attend</li> <li>• Activities offered are suitable for both genders</li> <li>• Where children may struggle to attend forest school, such as those with significant needs, the provision is customised and risk assessments are written to enable all children to attend</li> </ul>
Updating racism, discrimination and derogatory language policy and approaches to reduce derogatory language	<ul style="list-style-type: none"> <li>• Policy reviewed</li> <li>• PSHE/SRE offer reviewed with all stakeholders</li> <li>• Diversity group of pupils set up running events and assemblies to celebrate our diversity</li> </ul>
Provide CPD for staff on DEI to reduce discrimination and encourage staff to reflect on unconscious bias	<ul style="list-style-type: none"> <li>• Staff meeting on unconscious bias</li> </ul>
Continue to support families where attendance is a concern, especially those with SEND and FSM	<ul style="list-style-type: none"> <li>• Continue to use the FLO to engage the families to understand why attendance is a concern</li> </ul>

*b. Review the approaches and pedagogies used to ensure the needs of all pupils are met*

	Actions taken in 23/24
Review scaffolding for all pupils to ensure pupils can be independent in their learning and have appropriate levels of challenge	<ul style="list-style-type: none"> <li>• Scaffolding has been a Trust wide objective in 23/24 and will continue into 24/25 to ensure all children receive the right level of scaffolding</li> <li>• CPD will continue in 24/25</li> <li>• Lesson visits and folder reviews evidence the impact of scaffolding and best practice is shared. Support is given where needed</li> </ul>
Ensure that methods of recording and assessment are fully inclusive	<ul style="list-style-type: none"> <li>• Review of how learning is recorded – ensuring there are opportunities for practical work so that all children can demonstrate their learning and knowledge</li> <li>• Ensure that the classes have sufficient access to resources to support those children with SEND</li> <li>• Ensure that assessments for all subjects are inclusive for all and consider teacher workload</li> </ul>

## Aim 2: Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

### **Promote diversity, equality and inclusion throughout the curriculum and wider opportunities for all pupils.**

Rationale: the majority of the cohort is white British and the pupils have limited links with other cultures, ethnicities and faiths. SEND and Pupil Premium children are under represented at after school clubs

*a. Review the curriculum for DEI*

	Actions taken in 23/24
Establish Trust wide working group for DEI	<ul style="list-style-type: none"> <li>• Trust wide group for DEI created and staff meeting times allocated to discuss issues for the Trust schools</li> </ul>
Continue to work with the Alliance schools on DEI	<ul style="list-style-type: none"> <li>• Alliance Diversity group meets 3 times a year</li> <li>• Online training and resources are shared</li> <li>• Subject review outcomes are shared to develop best practice</li> </ul>

	Actions taken in 23/24
Review subjects for DEI	<ul style="list-style-type: none"> <li>• PSHE/SRE curriculum has been reviewed by all stakeholders (April 24) to continue to inform the development and ensure diversity and equality are reflected. No Outsiders has been embedded into the curriculum</li> <li>• Science and Art curricula subjects have been reviewed to ensure DEI is seen through scientists and artists learnt about</li> <li>• English team have reviewed the texts available to the children for reading for pleasure, as well as the texts used to deliver reading &amp; writing</li> </ul>
Identify CPD for staff	<ul style="list-style-type: none"> <li>• National College resources used to provide CPD</li> <li>• Some members of staff are involved in the Trust and Alliance DEI groups and undertake additional training</li> <li>• Subject leaders deliver CPD for staff which incorporates opportunities for identifying DEI</li> </ul>
Boost visibility of faiths in the school through assemblies and the curriculum	<ul style="list-style-type: none"> <li>• Family Trust deliver termly assemblies to the school</li> <li>• Religion and World Views curriculum has been under review to identify greater opportunities for visiting local places of worship and visitors into the school to talk to pupils</li> </ul>
Boost visibility of those with additional needs	<ul style="list-style-type: none"> <li>• LGBTQ+ celebrities and celebrities with additional needs are included on displays around the schools to positively promote equality and provide prompts for children to discuss (such as those who are ADHD, dyslexic, non-binary or gay)</li> <li>• Review the offer for clubs and OPAL meets the needs of all pupils (see point b below)</li> </ul>
Complete library upgrade and text selection to promote DEI	<ul style="list-style-type: none"> <li>• Library upgrade is completed with representation for all pupils</li> <li>• Text choices are driven through DEI lens to ensure that all pupils are represented</li> </ul>

*b. Review the trips, clubs and wider opportunities for all pupils in the school – continue to focus on cultural capital*

	Actions taken in 23/24
Review trips and visitors	<ul style="list-style-type: none"> <li>• Staff meeting for all teachers to work together in their year group to consider the trips, visitors and local visits to identify impact on pupils and ensure equality of offer</li> <li>• Pupil premium funding continues to be used to support families to ensure that all pupils can attend</li> <li>• Life experiences are built into the curriculum offer to promote equity, such as travelling by train, local visits and fieldwork</li> </ul>
Review after school clubs and lunchtime clubs to broaden offer	<ul style="list-style-type: none"> <li>• Clubs offer is driven by pupil voice taken in Community Council and shared at Trust Parliament. This in turn is shared with the Heads and PE team to support clubs planning</li> <li>• Clubs are mixed gender, unless there is a gender split such as for boys &amp; girls football teams</li> <li>• PESSPA offer is considered through DEI focus; ensuring girls and those who are reluctant to take part in 'traditional' sports are targeted through an inclusive offer such as Kurling, bowls, archery, boccia etc</li> </ul>

*c. Close gaps in progress and attainment for both genders*

	Actions taken in 23/24
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Continue to track attainment in all measures across the school	<ul style="list-style-type: none"> <li>Data analysed and actions put into place to provide learning opportunities which could support the closing of a gender bias</li> </ul>
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### Aim 3: Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

**Promote diversity, equality and inclusion in all pupil roles and ensure support is in place where needed.**

*a. Review the representation of children in pupil roles*

	Actions taken in 23/24
Review STEAM leaders and the famous people chosen through the democratic choices by the children	<ul style="list-style-type: none"> <li>Children work in STEAM groups to collaborate and learn about famous people who are chosen to celebrate DEI and how they impact on their STEAM focus</li> </ul>
Pupil council and Head pupils	<ul style="list-style-type: none"> <li>Head pupil roles are re-named from Head Boy and Head Girl to support any pupil identifying as LGBTQ+</li> </ul>

*b. Review the offer of support for those who identify as LGBTQ+*

	Actions taken in 23/24
Review the support in place for those pupils who identify as LGBTQ+	<ul style="list-style-type: none"> <li>FLO continues to work closely with families</li> <li>External counselling services continue, along with Talk Time to offer support to children</li> <li>Wider agencies are sign posted</li> <li>Uniform has been considered and policies meet non gendered clothing</li> </ul>

*c. Create Diversity Ambassadors in line with pupil voice*

	Actions taken in 23/24
Implement Diversity Ambassadors in line with suggestion of pupil voice	<ul style="list-style-type: none"> <li>Diversity Ambassadors in place</li> <li>Diversity Ambassadors have time with a teacher to work on their actions</li> <li>Question boxes in place in each community for pupils to ask questions about diversity</li> <li>Diversity Ambassadors lead community assemblies to raise the profile of DEI</li> </ul>