

## Equality Objectives 2023-26

### School: Fishponds CE Academy

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

Objective	Protected characteristics	Target group	Why	How it will be achieved	Intended outcome
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 most year groups across the school. Further adaptations to teaching and learning & curriculum 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. Pupil surveys to show preference of curriculum areas.	More boys achieve age related expectations across the year groups and the gap is narrowed between boys and girls.
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	Incidents of children having to leave the class to visit nurture spaces or work in a different space are mainly pupils with SEND or SEMH. 100% of pupils who have been suspended or 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. SENDCO to complete regular SEND reviews with teachers and adjust/set new targets accordingly. Work with the School Mental Health Team to strengthen staff skills in supporting children with SEMH.	All staff will be confident and skilled at supporting pupils with SEMH needs so that the number of exclusions & suspensions amongst this group is reduced. Staff are able to support children with managing their emotions and managing challenging situations. SEMH pupils learn in the classroom with their peers for the majority of the time.

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.	Protected characteristics - disability, gender, age, relationships, race, religion, sexual preference	Incidents recorded on CPOMS show there are some incidents of derogatory language used around different protected characteristics. Often pupils link this to home beliefs. Many 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. Discuss potential issues with community faith leaders.	All stakeholders are aware of the Protected Characteristics and the laws / requirements around them. Incidents of homophobic or racist derogatory language being recorded on CPOMS are significantly reduced. All characteristics are represented within our curriculum positively.
4	To increase the percentage of Summer Term born pupils reaching the expected standard or above at the End of Key Stage 2.	Summer Term born pupils	Data, both at school level and nationally, demonstrates that pupils born in the Summer Term (June – August) perform at a lower rate generally than their peers. Our equalities data show that at Fishponds CE Academy our largest group fall into this category and therefore are more vulnerable to not being secondary ready.	Identify pupils that fall within this category early in order to keep a close eye on their performance. Always analyse snapshot data for this group to keep an eye on trends. Give early additional support (such as NELI interventions in Reception / YR1). Ensure pupils at risk of falling behind are identified for catch up.	More Summer Term born pupils attain age related expectations by the end of Key Stage 2 (and are on track to do so earlier in their schooling). Overall attainment data is increased accordingly. Pupils are identified early if they are at risk of falling behind.