



EQUALITY PLAN

Our establishment has two specific duties to assist us in meeting our general duty, set out by the Equality Act 2010

They are:

- To publish information to show how we are complying with the equality duty.
 - *This must be updated at least **annually**.*
- To prepare and publish one or more specific and measurable equality objectives.
 - *At least every **four years**.*

This policy will be reviewed every four years by the Board of Trustees.

The implementation of the Equality Objectives will be reviewed and progress reported annually.

Objective 1

To narrow the gap in attainment between groups of children, for example girls and boys.

Description of the improvement needed

Fewer boys reach a Good Level of Development in the EY than girls. Likewise, disadvantaged children and those eligible for free school meals attain lower than their peers. On exit, at the end of Key Stage 2, these attainment gaps persist. To overcome these, a new model for teaching will be introduced and outcomes will be carefully tracked over time to ensure that any gaps are addressed.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To monitor and analyse pupil achievement by groups, acting on any trends or patterns that may arise.	CG Class teachers	Twice a year: February and June	Data progress meeting Staff meetings	<ul style="list-style-type: none">- Data analysis from Arbor and in house assessments- Progress meeting notes and actions. <p><u>Success criteria:</u> Teachers are able to articulate the progress that all children, specifically target children, are making. Where there are gaps, these are narrowed through effective monitoring and intervention.</p>
Enhance quality first teaching through the creation of the Willowbrook Model for Great teaching to lead to pedagogical alignment across the school. Coaching will be used to embed key principles.	BD lead Class teachers	Weekly	Steplab training for BD to pass onto other coaches Drops ins & coaching Staff meetings	<ul style="list-style-type: none">- Steplab analysis of drop ins and coaching.- Book scrutiny and data analysis (triangulation with drop ins)- LBG monitoring <p><u>Success criteria:</u> Evidence shows that children receive a curriculum and pedagogy adapted to their individual needs. Teachers use the model for great teaching confidently and progress for all children is strong. Key teaching principles and strategies are used consistently and effectively across the school.</p>
To identify ways in which pupils need additional support.	All CG/ CBe lead	Half-termly	Data/ progress meetings Staff meetings TA training Lesson drop ins	<ul style="list-style-type: none">- Data analysis through Arbor and through in house assessment data- Data/ progress meetings notes and actions- Steplab analysis of drop ins and coaching- Annual EHCP reviews and meetings between SENDco/ Parents and SENDco/Teachers as and when needed. <p><u>Success criteria:</u> Evidence shows that children receive a curriculum and pedagogy adapted to their individual needs. Progress for all children is good. Engagement model is used for children who cannot access the national curriculum and small steps progress is incremental. Teachers are able to articulate the progress that all children, specifically target children, are making.</p>

Equality Objective 2

To improve the attendance between groups of children, for example White British and Ethnically diverse children.

Description of the improvement needed

Prior to this year, a change in staffing meant that a revised systematic approach to monitoring and challenging attendance is needed. Our attendance data for the 23/24 year was broadly in line with Devon statistics with an overall absence rate of 7.3% with 17% of our children being classed as persistently absent. Our disadvantaged children and SEN children are disproportionately impacted by poor attendance, as are boys in comparison to girls. This year we aim to improve our absence rate and reduce the number of children classed as persistently absent/severely persistently absent at Willowbrook across all groups. Through doing this, we want to create a positive culture around attendance and ensure all families value education for their child. In time, we will tackle specific groups if the gaps persist.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To use attendance data to identify children in need of early intervention	BD	Weekly		<ul style="list-style-type: none"> - Arbor data analysis through excel - Weekly meetings with admin staff to pick up trends and decide upon actions <p><u>Success Criteria:</u> Children are picked up quickly and families engage with support. Attendance data improves.</p>
To work alongside our local Attendance Improvement Officer to raise the attendance to the agreed Devon charter of 96%. Use the AIO expertise.	BD lead	Half termly	AIO time	<ul style="list-style-type: none"> - Data analysis at attendance meetings. - Looking a specific group of children and families to target. - AIO <p><u>Success criteria:</u> Attendance data to show improvement in targeted children. AIO's expertise</p>
To set up effective systems to monitor and challenge attendance. Use the Attend framework to inform practice.	BD	Autumn term	Attend framework training attended by BD	<ul style="list-style-type: none"> - Headteacher to hold attendance lead (BD) to account. <p><u>Success criteria:</u> Families are targeted systematically in regard to their child's attendance. As a result, attendance improves. Reduction in persistent absence.</p>
Improve the culture of attendance in our school community	BD	Ongoing	Emotionally school avoidance training attended by BD	<ul style="list-style-type: none"> - Informative/ supportive emails to targeted families. - Supportive meetings once families meet the threshold. - Good attendance celebrated in the weekly celebration assembly. <p><u>Success criteria:</u> Attendance data to show improvement in targeted children. Children motivated to attend school regularly.</p>

Equality Objective 3

Improve knowledge, skills and attitudes to enable children to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.

Description of the improvement needed

Our school community is made up of 69% White British and the further 31% being a mixture of Eastern European, Arab, Afghan, Turkish, Indian, white and black African; a diverse range of ethnicity. 49% of the school community identify as having no religion, with 23% being Christian, 12% Muslim, 4% other and 12% refused to say. Although there is a clear diversity within the school, not all the children are as tolerant and respectful of each other than we would like. With our new PSHE curriculum not yet embedded, a small but significant number of children lack effective role models and are not able to confidently describe how British values and school values lead them to be tolerant and respectful.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Create a calendar for SMSC events in the school, including cultural events to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	RSB & BT	Spring 2025	RSB release time	<ul style="list-style-type: none"> - Pupil voice/ pupil conferencing - LBG monitoring <p><u>Success Criteria:</u> There is a calendar of SMSC events in place that include a wide range of religious festivals for the whole school, ready for full delivery in September 2025. Children are respectful towards each other when learning about these. More children will have visited religious spaces such as a church and mosque.</p>
To use assemblies to explore difference and diversity including the protected characteristics	BT & CG	Summer 2025	Devon Library Service No outsiders resource	<ul style="list-style-type: none"> - Pupil voice/ pupil conferencing - LBG monitoring - One Decision assessments <p><u>Success Criteria:</u> Children can articulate the protected characteristics and identify examples of prejudice and bias. Children will be able to articulate how they can overcome this prejudice and bias.</p>
Ensure that our text offer is culturally diverse. Ensure that the curriculum promotes role models that young people positively identify with, which reflect the school's diversity.	BT alongside English leads (CB/CP & VW) &	Summer 2025	Devon Library service	<ul style="list-style-type: none"> - Pupil voice/ pupil conferencing - LBG monitoring - One Decision assessments <p><u>Success Criteria:</u> The book spine for the school is reflective of the children that we serve. Children can talk about diversity and equality articulately and respectfully. All children have role models that they can look up to.</p>
Ensure that the RE curriculum includes trips, visits and visitors from different faiths	CP	Termly	Travel costs in regards to trips	<ul style="list-style-type: none"> - Pupil voice/ pupil conferencing - LBG monitoring

where possible. Plan these in to the RE Curriculum				<u>Success Criteria:</u> Children have a wide range of experiences visiting different religious settings and hearing from people of a variety of faiths. Children show respect and tolerance when taking part in these events.
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Equality Objective 4 Monitor and track incidents of bullying, prejudice and racism, including reporting incidents to the local authority. Reviewing the common themes, using data to understand the link between incidents and irregular attendance, and adjust our curriculum and intervention in response.				
Description of the improvement needed Systems and processes for dealing with and reporting racist incidents have previously not been robust enough. Although the number of incidents are minimal, they are not insignificant. There are a small minority of the children who use racist terms without fully understanding their meaning. More needs to be done to educate the children in their words and actions to reduce the number of incidents.				
Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Ensure there are clear systems to identify, respond and report racist incidents following the schools procedures.	BT	As and when required.		<ul style="list-style-type: none"> - CPOMs monitoring - Pupil voice/ pupil conferencing - LGB monitoring <u>Success Criteria:</u> Accurate recording and reporting ensure incidents are addressed appropriately.
Educate staff around BPRI reporting	BT	Summer 2025	Staff meeting time	<ul style="list-style-type: none"> - CPOMs monitoring - Pupil voice/ pupil conferencing - LGB monitoring <u>Success Criteria:</u> Accurate recording and reporting ensures incidents are addressed appropriately. Staff are confident in what constitutes BRPI and are able to report it in line with the school procedures.
Monitor and identify trends in incidents and respond accordingly	BT	Ongoing		<ul style="list-style-type: none"> - CPOMs monitoring - Pupil voice/ pupil conferencing - LGB monitoring <u>Success Criteria:</u> Where incidents have arisen, trends have been identified and actioned upon to ensure that further incidents do not arise.

Objective 5

To provide a supportive and inclusive working environment for all, actively promoting equality, diversity and inclusion in the workplace.

Description of the improvement needed

More can be done to actively promote equality, diversity and inclusion in the workplace. Rather than work being assumed, it needs to be made explicit and planned for rather than incidental. Staff voice must be used more to determine the development of the school.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Publish and promote the Equality Plan through the school website. All staff and Governors are aware of the plan.	BT	Annually	Equality plan Governors meeting	<ul style="list-style-type: none">- LGB meeting/ monitoring- Action plan made known to staff to ensure all targets are being met. <p><u>Success Criteria:</u> All actions on this equality plan are being met.</p>
Use staff voice to determine areas for further development, through multiple channels of communication.	SLT	Ongoing	Staff meeting time	<ul style="list-style-type: none">- Ventrus trust monitoring- LGB monitoring- Staff surveys <p><u>Success Criteria:</u> Clear plans are developed to address points raised by staff. Staff feel as though they are working in a supportive and inclusion working environment and feel their voices are heard.</p>
All staff appointments and promotions are made based on merit and ability and in compliance with the law.	CG	As needed	Safer recruitment training	<ul style="list-style-type: none">- Ensure tasks and questions give candidates the best opportunities to share their skills and unique qualities.- Ensure a wide range of people are involved in candidate selection to ensure a broad range of opinions are considered. <p><u>Success Criteria:</u> All appointments are made based on merit.</p>