

Eden Park Academy 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.

Our equality objectives are in response to this general duty.

Objective 1

To narrow the gap in attainment between groups of children.

Description of the improvement needed:

- In most year groups, boys' attainment in reading and writing is below girls'.
- In most year groups, girls; attainment in maths is slightly below boys'.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To continue to monitor and analyse pupil attainment by group and act on any significant trends or patterns in data.	SLT	½ termly	Data analysis Pupil Progress meeting cover	- termly data analysis - pupil progress meetings - ½ termly monitoring of reading tracker - End of unit work scrutiny of writing outcomes - End of unit maths assessments; fluency data Where there are gaps, these will be narrowed through effective monitoring and intervention.
To identify clear next steps for pupils in reading, writing and maths and address these in teaching.	All	Ongoing	Staff meetings 1-1 writing meetings Coaching from Wave 3 reading lead	- Lesson observation - Learning walks - SEND monitoring/TIP reviews - Trust TEP reviews - Pupil conferencing - LGB monitoring - Progress meetings Precise adaptive teaching requirements will cater for the needs of pupils
To continue to develop staff's teaching of mathematical fluency using Mastering Number and Number Sense	Maths leader	Ongoing	Staff meetings / Mastery maths groups/Coaching/CPD	- Lesson observations by maths leader - Progress meetings Girls will secure consistently high scores in fluency and will participate confidently in fluency sessions.

			on using the fluency programmes	
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Equality Objective 2

To improve the attendance between groups of children.

Description of the improvement needed:

Our key focus areas for the year, based on a review of the school's historic attendance information available, have been identified as:

- Reducing the number of children who are persistently absent with a focus on Pupil Premium Pupils (currently 81% of pupils who are persistently absent are pupil premium pupils)
- Improving attendance across the school with a particular focus on Reception and Year 6

Key strategies to address this – see School Development Plan for more detail

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Daily monitoring with key persistently absent children flagged to HTs. Weekly monitoring of pupils below 95% with detailed monitoring of all pupils below 92% every three weeks. Meeting with AIO every three weeks.	JN SWA JN SWA AL	Daily Weekly Three weekly	Attendance CPD Training on new systems	Termly to LGB. Focus of Trust TEP visits. LGB monitoring visits. Fortnightly at pastoral meeting. Analysis for three weekly AIO meetings show: - reducing number of pupil premium are persistently absent - attendance is improving for pupils who are persistently absent - where attendance is not improving, school has taken rapid action in line with the attendance policy

To improve the attendance of disadvantaged pupils and pupils in reception and Year 6	SW	Ongoing	Data analysis Attend Framework	- Through routine data analysis (see above) - Pupil conferencing with year 6 pupils - LGB monitoring - Meetings with parents to highlight attendance percentages and active strategies on how to improve this. The attendance of disadvantaged pupils and pupils in reception and Year 6 improves.
To make our attendance expectation and the importance of regular attendance clear and understood by parents, pupils and teachers.	SW	Ongoing	Attendance CPD Attend Framework	- Information letters/emails to parents - Weekly updates in newsletter and assembly - Data analysis and actions shared with teachers - Meetings with parents to highlight attendance percentages and active strategies on how to improve this. Attendance will be improving across the school with a particular focus on PP, Reception and Year 6

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 setting is a smaller than average primary school in Barnstaple, North Devon serving an area of significant deprivation (top 10% nationally) with a pupil profile that is predominately white British. Staff at the school are from the local community. Pupils, staff and the community have very little lived experience of diversity including different faiths and some families are vulnerable to misinformation including online. The school needs to take an active role in widening pupils' and the community's understanding of diversity.

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 assemblies and opportunities such as Black History Month, Rainbow Day etc to explore difference and diversity including the protected characteristics and to celebrate cultural and religious events from a range of faiths To use the school's character virtue of Tolerance as the vehicle for this.	HTs Class teachers	Ongoing	1Decision Staff Meeting on tolerance	- LGB monitoring - Pupil voice - 1Decision assessment Children can articulate differences such as the protected characteristics and identify examples of bias and prejudice. Children respond with curiosity and confidence to stories, images etc of people from different ethnicities and faiths
To ensure books, stories and images including through the planned curriculum (e.g. study of Black British artist Chris Ofili) represent diverse communities including the protected characteristics.	RBL	Ongoing	Leadership time New books. Staff meeting	- LGB monitoring - Pupil conferencing - 1Decision assessment Children can articulate differences such as the protected characteristics and identify examples of prejudice, bias and discrimination. Children can explain how to overcome the above and describe their agency in this endeavour. A significant variety of faiths and diverse groups are represented in our curriculum resources and books.

To provide trips and visits related to other faiths.	ALL	Ongoing	Trip costs	- LGB monitoring - Pupil group meets - 1Decision assessment Children can articulate differences such as the protected characteristics and identify examples of prejudice, bias and discrimination. Children can explain how to overcome the above. Children show Increased awareness and understanding of different communities and their key 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: We report all incidents of bullying, prejudice, and racism through the correct channels. Ensuring that accurate information is being captured and reported is an area of constant focus and improvement to support with this.				
Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?

To continue to identify, respond, and report BPRI incidents through the school's safeguarding procedures.	All	Ongoing	Staff meetings Level 2 Safeguarding Regular CPD in staff bulletin	- LGB monitoring - Identified on CPOMs so trends and patterns can be identified by leaders and impact of actions taken. Accurate recording and reporting ensures incidents are addressed
To monitor quality of how BPRI (bullying, prejudice and racism incidents) are recorded and provide staff CPD as necessary	All		NPD & staff meetings External support if required Regular CPD in staff bulletin	- Ongoing routine monitoring of CPOMS system by safeguarding team. - Clarity and consistency in staff understanding of what constitutes a BPRI Staff are confident in what constitutes BRPI and are able to report it in line with school procedures. Accurate recording and reporting ensures incidents are addressed.

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:

We have identified the following areas to develop to make our workplace fully inclusive:

- As a school we do this naturally, but we do not make this explicit or explicitly conscious.
- We are an inclusive and accepting school but do not always actively promote equality, equity and diversity

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
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To publish and promote the Equality Plan through the school website and educate/inform staff and governors through training sessions.	HT	Annually	Equality plan Annual review document	- LGB monitoring - LGB minutes - Website monitoring - Staff survey All staff and governors are aware of this plan. Equality plan is prominent on the school website. Staff are able to articulate how we promote equality, equity, diversity and inclusion.
To use staff voice to determine areas for further development	HT	Spring 2026	NPD Analysis of staff survey	- LGB monitoring - Staff survey Clear plans are developed if needed to address points raised by staff. Staff feel as though they are working in a supportive and inclusive working environment.
To actively promote equality across all groups within our workforce.	All	Ongoing	NPD & Staff meeting	- Staff well being sessions and drop ins - Staff survey Staff feel supported in the workplace and that they are treated fairly and with respect.