

1: Summary

This annual update summarises the objectives set in December 2021 detailed in Fawbert and Barnard's Equality Policy. It fulfils our commitment to publish as outlined in the Policy.

This document also lists our 4 year objectives under the Equality Policy that were set in December 2021. The next full scheme review is due in 2025, however the objectives are reviewed annually.

At Fawbert and Barnard we are committed to meeting our public sector statutory duties under:

- The Equality Act 2010
- The Specific Duties of the Act enabling schools to meet their obligations under the Public Sector Equality Duty (PSED)
- Protected Characteristics
- Disability • Community Cohesion

We understand that these duties apply to service delivery and employment and staff management as well as policy development and implementation. Full details on these duties can be found in the School's Equality Policy available on the school website.

2: Objectives for 2021-2025.

All objectives are designed to meet the general duty of advancing equality of opportunity for our pupils, parents and carers and staff.

The following yearly action plans should be read in conjunction with this document: SEND Action Plan, Pupil Premium Action Plan, Multilingual (EAL) action plan.

| Equality objective to 2025 | Protected Characteristic | Action by | Desired measurable outcome | Completion date | Review date | Current RAG Rating | Actions September 2022 |
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| 1: Continue to diminish gaps in achievement by race, gender and disability, including SEND | Sex Race Disability Pupil Premium | SLT, InCo Governors (monitoring) | Gaps to continue to narrow (dependent on cohort variabilities) | December 2025 | Annually | | All vulnerable pupils made progress from individual starting points. New assessment systems for monitoring and tracking progress of SEND introduced. New approach to PPG introduced and starting to be embedded. |
| 2: Ensure that other vulnerable/disadvantaged pupils receive appropriate interventions to ensure that they can achieve in line with other pupils | Pupil Premium EAL | SLT, InCo Governors (monitoring) | Pupil premium and EAL pupils achieve in line with expectations and at greater depth. | December 2025 | Annually | | PPG interventions and approach to this embedded through PPG process (pupil voice, parent voice, termly teacher meetings). This process informs the interventions and provision provided. Work ongoing for EAL / Multilingual – introduction of Bell Assessment for English Proficiency and specific targets. |
| 3: Periodically review school aims and visions and see where these can be aligned to Readings | All | | Aims and visions are updated periodically are we able to specify how often? Is it annually? | Within 6 months of new Head appointment (Feb 2022) | Annually | | School Development Plan and School Improvement Plan reviewed and evaluated following new leadership. All staff active participants in this. Key |

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| Junior (where appropriate) | | | | | | | overview shared with parents and other stakeholders. |
| 4: Ensure that the curriculum reflects different cultures and differences in individuals. | All | SLT Staff Governors | Cornerstones curriculum encompasses learning of different cultures and offers equal opportunities to all of protected characteristics Introduction of SCARF within PSHE furthers understanding of the world and individuals Are these evidence of what is already in place rather than outcomes? | | Annually | | Accessibility plan now includes key action for ensuring curriculum reflects all disabilities. Subject leaders taking accountability for developing individual subjects in line with equalities – subject progression documents and planning highlight significant people. Links made with Herts for Learning Equalities Advisor to support school. |
| 5: Accessibility Plan | Disability | SLT Governors | Ensure that plan is reviewed yearly with aim of improving access within school for pupils/staff/visitors who may have disabilities e.g. wheelchair access Do we want to work towards implementing the plan rather than just reviewing it? | Summer 2023 | Annually | | Plan reviewed September 2022 with clear reviews, actions and outline for these actions will be implemented. |
| 6: Widen publication of data to include reporting against all protected characteristics | Disability Race Gender | SLT Governors | Continue to explore what data can be published to parents without compromising anonymity Ensure rigorous interrogation of data set by Governing Body | Summer 2022 | Annually | | Decision made regarding confidentiality and due to small minority groups, individuals would be easily identifiable. INCo delivers vulnerable groups data updates to Governing Body termly / half termly. |

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| <p>7: Ensure ongoing feedback from stakeholders in relation to equality</p> | <p>All</p> | <p>Governors SLT InCo</p> | <p>Include equalities questions in parent questionnaires we already do this; are there additional questions we should consider?</p> <p>Implement staff questionnaire and include equalities question is this due to be done again soon?</p> <p>Engage with staff, children, parents and carers of those with protected characteristics to ensure better representation for these groups. How are we intending to do this? Newsletters etc or direct approach?</p> <p>Publish results of questionnaires and take action where applicable Results to be shared with Governor Leadership team and actioned Feedback to Governors to develop actions</p> | <p>In all questionnaires</p> <p>Engagement with those with protected characteristics on an ongoing basis</p> | <p>Annually</p> | | <p>Newly embedded role of Inclusion Lead moving towards developing this (equalities falls within inclusion remit). Much greater feedback from stakeholders obtained through different events and engagement (parent workshops, drop in sessions, additional meetings, inclusion newsletters etc.). LGBTQ+ audit completed Spring Term and actions set.</p> |
| <p>8: Extend resources available within school</p> | <p>All</p> | <p>SLT; InCo; staff</p> | <p>Develop school library resources to reflect equalities issues e.g. same-sex marriage/parents</p> | | <p>Annually/ ongoing review</p> | | <p>Addition of the wellbeing library. EAL budget / subject bid allowing for purchase of further dual language books. Profile of equalities heightened throughout the school, particularly</p> |

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| | | | <p>Ensure our school reading materials reflect diversity</p> <p>Ensure resources in class reflect the needs of our children e.g. use of talking postcards for EAL children</p> | | | | through staff CPD, with staff giving greater consideration to resources used. |
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3: Specific Objectives for 2021-22 Academic Year set by InCo

| Objective | Impact/Success Criteria | Monitoring & Evaluation | Current RAG Rating | Update/Summary Autumn 2022 |
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| 1: To monitor and analyse pupil achievement by race, gender and disability (including SEND), and act on any trends or patterns in the data that requires additional support for pupils. | <p>All pupils to have equal access to the curriculum.</p> <p>All children regardless of their race, gender and disability are supported in their learning</p> | Data analysis; school tracking systems; inclusion action plan; pupil premium strategy | | <p>Clear monitoring and tracking of all vulnerable groups.</p> <p>Heightened profile of all vulnerable groups across the school – all staff (including LSAs) involved in this.</p> <p>Individual Action Plans for each vulnerable group highlights key trends and actions.</p> <p>Vulnerable Groups reporting to Governors completed by INCo for each full governing body meeting.</p> |
| 2: To promote cultural development and understanding through a rich range of experiences both in, and beyond, school | The experiences given to children cover all groups with protected characteristics. The curriculum reflects different cultures and differences in individuals | <p>Programme of educational visits and visitors</p> <p>RSE and PSHE curriculum</p> <p>Cornerstones project-based learning to include planning and evidence from learning</p> <p>School based events and celebrations with evidence and</p> | | <p>Yearly overview of key local / national / world events created so that all can be acknowledged throughout the year.</p> <p>Inclusion Lead now also subject leader for Religious Education which provides further continuity for development of additional cultural opportunities.</p> <p>All staff received PSHE CPD at Sept INSET.</p> |

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| | | analysis from events collected alongside feedback from events. | | Planned workshops for parents include half termly inclusion focus workshops, PSHE / RSE workshop and RE workshop. Joint community events planned with Readings. |
| 3: To promote positive mental health for all of our children through high-quality PSHE and strong pastoral provision alongside good links with families. | Curriculum provides a wide range of opportunities relating to the promotion and development of positive mental health. All children regardless of their race, gender and disability are supported. | Wellbeing and Mental Health Development Plan Pupil and Parent voice Analysis of SEMH referrals and support across the year Evidence collected and feedback obtained throughout the year. | | Creation and implementation of F&B Pastoral Plan. Happy Hearts Lunch Club (wellbeing club) staffed by INCO, PSHE Lead and Deputy Head so whole school overview maintained. Mental Health and Wellbeing School Provision Plan created. Staff Mental Health and Wellbeing Survey completed and actioned. SEMH referrals tracked through both SEN Register and Pastoral Register. INCo part of Early Years and Primary Mental Health & wellbeing network. PSHE lead training as counsellor utilising skills in school. |

4: Results of our 4 yearly review

The Headteacher and Equality linked governors concluded a full review of the School's Equality Scheme in December 2021 ensuring it is compliant with all of our Equality duties and that it is in line with Hertfordshire County Council's School Equality Scheme Toolkit for School Spring 2012. The areas listed in Sections 2 & 3 been identified as specific, measurable equality objectives for the next 4 years. These will be monitored and reviewed at least annually and every 12 months there will be a report on equality and diversity to the Governors meeting prepared by the InCo.