

Lime Wood Primary School



Equality Objectives

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Woodland Academy Trust is committed to inclusion, diversity and promoting equal opportunity for all. All schools within the Trust share this commitment, providing an inclusive environment. This objective applies to all policies and procedures and the Trust will at all times adhere to the requirements of the Equalities Act 2010 and any other associated guidance.

Objective 1: Increase the representation of teachers from local black and minority ethnic communities.

Why we have chosen this objective: Local black and minority ethnic communities are currently under represented within the Trust and school, therefore not reflecting our wider community, and therefore potentially affecting positive role models for all of our pupils.

To achieve this objective, we plan to: Identify the barriers to recruiting staff from local black and minority ethnic communities, and work to remove these. This may include issues such as choosing photographs used in job advertisements appropriately, and language used in the recruitment process. Research will be used to support this development.

Objective 2: To eradicate the gaps in achievement between Free School Meals (FSM) and Non-FSM in EYFS upwards.

Why we have chosen this objective: We are in a unique position as a new school to be able to focus on the difference in attainment between Pupil Premium and Non-Pupil Premium pupils from the moment they start at Lime Wood, according to specific needs of group and individuals. The gap between PPG and non-PPG is a national issue, exacerbated by the pandemic.

To achieve this objective, we plan to: Allocate provision to any pupil based on their level of need. At raising standards meetings each child is discussed individually; their attainment, progress, barriers to learning and gaps in learning as well as interests. Interventions are also evaluated or identified to meet the varying needs of individual pupils. We use best practice guidance and research from the Education Endowment Fund. In EYFS, care and consideration has been given to all areas of the learning within the indoor and outdoor learning classrooms to ensure that no area is gender biased and that resources meet the interests of both genders.

Objective 3: To implement a curriculum that celebrates diversity and gender equality by using the local community as a starting point, in order that learning is rooted in children's own experience.

Why we have chosen this objective: With Lime Wood being a new school, this enables us to develop our own curriculum which will recognise that children are, first and foremost, part of their local community and that their local community is becoming ever more diverse. The curriculum will celebrate diversity and ensure all children see themselves represented. Gender stereotypes also need to be challenged to ensure that all children see themselves in any industry in the future.

To achieve this objective, we plan to: Write the curriculum using specialist input and capturing the voice of the local community. We will purchase all resources carefully and aim to purchase relevant resources in a four-year plan. We will also monitor the use of the resources, and their impact on outcomes. We will pay particular attention to texts used in the curriculum. As part of this, we will also ensure displays represent and celebrate diversity and gender equality.

Objective 4: To ensure that 90% of staff feel confident in responding effectively to homophobic or racist views or comments.

Why we have chosen this objective: We have identified this as a gap in our wider staff skills across the Trust, and in wider teacher training. Any issues raised are being referred to specific staff and dealt with appropriately; however, more staff need to be confident to be able to deal with this directly.

To achieve this objective, we plan to: Provide training for staff, and support them in implementing the training. The number of incidences will also be monitored. The Personal Development curriculum will also include appropriate discussion of the use of language choice to support pupils.