****

**Etruscan Primary School - Equalities Objectives 2024 - 2025**

**Our equalities objectives are as follows:**

**Objective 1:**

To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils

**Objective 2**:

To promote positive mental health through high quality PHSE/RHSE, strong pastoral provision and good links with families

**Objective 3**:

To increase awareness and understanding of gender equality in all areas of school life

# **Actions to ensure that equalities objectives are met**

|  |
| --- |
| **Equality Objective 1**   |
| To regularly monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. Focus groups for 2024 - 2025 = boys focus on writing and closing the gender gap   |
| **Impact/Success Criteria/outcomes**   | **Monitoring/evaluation/recording**   |
| All pupils have equal access to the curriculum. All children regardless of their race, gender and or disability are supported in their learning.  | Data Analysis School Tracking Systems Work/planning scrutiny   |
| **Tasks/Actions**  |
| 1. To ensure that the curriculum is relevant to the whole school population
2. To build upon the existing programme of events, trips and visitors
3. Staff to receive appropriate training to support children with specific needs
4. Where necessary children with specific needs are to have a care plan and risk assessment in place
5. Ensure that the physical environment meets the needs of all pupils.
6. Pupil data to be evaluated to ensure all children are achieving and attaining in line with their peers.
7. Where this is not the case, interventions are to be put in place
 |
| **Impact Analysis**  |

|  |
| --- |
| **Equality Objective 2**   |
| To promote positive mental health through high quality PHSE/RHSE, strong pastoral provision and good links with families   |
| **Impact/Success** **Criteria/outcomes**  | **Monitoring/evaluation/recording**  |
| The 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 strategy in place through PSHE/RHSE curriculumEvidence collected throughout the year Parent questionnaires Pupil voice evidence   |
| **Tasks/Actions**  |
| 1. A wide range of activities to be offered to all children
2. Family learning sessions and signposting to agencies that can offer support
3. Parents learning events/ workshops to be planned and organised
4. Analyse referrals
5. The pastoral team are to continue to work on building relationships and engagement with parent/carers
 |
| **Impact Analysis**    |

|  |
| --- |
| **Equality Objective 3**   |
| To increase awareness and understanding of gender equality in all areas of school life  |
| **Impact/Success Criteria/outcomes**   | **Monitoring/evaluation/recording**   |
| 1. Gender gaps close in all year groups
2. Curriculum provision is gender- neutral and careful thought is given to the selection of tasks and resources
 | Data Analysis School Tracking Systems Work/planning scrutiny   |
| **Tasks/Actions**  |
| 1. To narrow the gap between boys’ and girls’ attainment, particularly in writing
2. Review curriculum resources and replace/purchase where necessary
3. Pupil data to be evaluated to ensure boys are achieving and attaining in line with girls. Where this is not the case, interventions are to be put in place
 |
|  **Impact Analysis**     |