



## School based Equality Plan (Annual) -West Berry Federation

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.

<b>Objective 1 To narrow the gap in attainment between groups of children, for example girls and boys.</b>				
<b>Description of the improvement needed.</b> <i>Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment's changing demographics</i>				
<b>Key strategies to address this</b>				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Strengthen staff understanding and implementation of	Su, Faye, Lucy (SENDCo)	Termly staff meeting & training	Staff meeting time	<ul style="list-style-type: none"> <li>• All teaching and support staff attend scheduled training sessions.</li> </ul>

<p>inclusive strategies via ongoing training rooted in Ordinarily Available Provision.</p>				<ul style="list-style-type: none"> <li>• Staff actively participate in discussions, case studies, and reflective activities.</li> <li>• Staff can articulate key principles of OAIP and how they apply them to their classroom</li> <li>• Pupils with additional needs show improved engagement, progress, and wellbeing.</li> </ul>
<p>Utilise WalkThrus to enhance teaching practice, with a particular emphasis on modelling and scaffolding techniques to further support inclusion.</p>	<p>Su and Faye</p>	<p>Introduce Nov 2025 – staff meeting.  Ongoing</p>	<p>Staff meeting time allocated  Walk Thru books</p>	<ul style="list-style-type: none"> <li>• All teaching staff participate in WalkThru sessions focused on modelling and scaffolding.</li> <li>• Staff reflect on and discuss WalkThru strategies during staff meeting feedback time</li> <li>• Teachers consistently apply modelling and scaffolding techniques in lessons.</li> <li>• Lesson observations and learning walks by peers show evidence of effective use of these strategies.</li> </ul>
<p>Improve parental engagement – especially targeting those from minority or disadvantaged backgrounds.</p>	<p>Subject Leaders/ class teachers</p>	<p>Termly menu of opportunities</p>	<p>Use Pupil Premium money to increase access to wider variety of activities</p>	<ul style="list-style-type: none"> <li>• A measurable rise in attendance at parent events, workshops, and meetings from targeted groups.</li> <li>• More parents from minority or disadvantaged backgrounds engage with school communications (e.g. newsletters, surveys, online platforms).</li> <li>• Parents report feeling more informed and included through regular, accessible communication.</li> <li>• Staff report stronger relationships with families, especially those previously disengaged.</li> <li>• Results show children of these families make rapid progress</li> </ul>

**Equality Objective 2** To improve the attendance between groups of children, for example White British and Ethnically diverse children.

**Description of the improvement needed** Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment's changing demographics.

**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 closely monitor real-time data to identify patterns and trends	Sarah Higgins (lead on attendance) and Co-heads	Ongoing	Time for Sarah out of class to monitor data, write letters and meet with parents	<ul style="list-style-type: none"> <li>• Sarah will have time out of class to monitor data</li> <li>• Sarah will report back to Co-heads on trends and send letters to parents if needed.</li> <li>• Sarah will report to Governors via the Head teacher Report.</li> <li>• Attendance remains at least good (following hard work last year) and shows individual (targeted) improvements.</li> </ul>
Continue to use Newsletter & Open Books to highlight importance of attendance. Add advice on importance of routines and sleep hygiene.	Faye Poynter/ Sarah Higgins	Ongoing	None	<ul style="list-style-type: none"> <li>• Newsletter and Open Books powerpoint created and delivered by Co-heads.</li> <li>• Consider survey to see who reads the newsletter?</li> <li>• Attendance remains at least good (following hard work last year) and shows individual (targeted) improvements.</li> </ul>
Continue to foster safe & welcoming environment by focusing on transitions as part of OAIP.	All staff	Introductory staff meeting – Aut 2. Termly staff meeting focus.	None	<ul style="list-style-type: none"> <li>• Staff agree and consistently apply inclusive transition strategies</li> <li>• Staff report increased confidence in supporting transitions through OAIP.</li> </ul>

		Ongoing		<ul style="list-style-type: none"> <li>• Attendance improves for pupils identified as vulnerable during transitions</li> <li>• Pupils settle quickly into new routines and show positive engagement.</li> </ul>
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**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** Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment's changing demographics.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Reintroduce 'places of Worship Trip' in Year 3/4	Trefor Jones Yr3&4	Summer	Donation for transport from parents	<ul style="list-style-type: none"> <li>• All children attend a visit to places of worship to gain understanding of different faith communities.</li> <li>• All children will engage with discussion with members of the community and staff team, most demonstrating the ability to value difference and diversity.</li> </ul>
Audit and library, resources and displays to ensure reflection of diverse cultures, religions and identities.	Teachers	Spring	Potential cost of purchasing books & resources	<ul style="list-style-type: none"> <li>• Class teachers to oversee audit</li> <li>• Displays, library books and resources reflect and celebrate diversity across all areas of the school</li> <li>• Children have wider variety of opportunities to notice and appreciate differences around them</li> </ul>
Audit curriculum to ensure learning about different cultures,	Subject leader	Summer	Potential cost of resources	<ul style="list-style-type: none"> <li>• Subject leaders to oversee audit</li> </ul>

religions and traditions are embedded across whole curriculum.			Stories with morals from around the world – World Book Day – purchase books	<ul style="list-style-type: none"> <li>• Build on work completed two years ago with focus on ensuring diversity is represented across all subjects</li> <li>• Children have wider variety of opportunities to notice and appreciate differences around them and ask questions</li> <li>• Events, such as World Book Day, allow further opportunities to develop awareness and understanding</li> </ul>
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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** Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment's changing demographics.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
CPOMS training for staff to ensure incidents are reported and coded accurately. Use CPOMS to recognise trends and feedback efficiently to ensure teachers can be responsive in planning i.e. of PSHE, RE, assemblies	Faye & Su Trefor?	Aut 2 Ongoing	Staff meeting time to cover training Staff meeting time for responsive planning?	<ul style="list-style-type: none"> <li>• All relevant staff attend CPOMS training and demonstrate understanding of correct reporting and coding procedures.</li> <li>• Incident reports are consistently accurate, complete, and coded appropriately</li> <li>• Increase in timely and consistent logging of incidents across all staff.</li> </ul>

				<ul style="list-style-type: none"> <li>Curriculum content is adapted based on identified trends (e.g. increase in friendship issues prompts focus on empathy and relationships).</li> </ul>
Include opportunities to discuss bullying prejudice and racism in weekly safeguarding briefing with deputy DSLs	DSL Deputy DSLs	weekly	none	<ul style="list-style-type: none"> <li>Common themes are documented and shared with staff in a timely manner where needed</li> <li>Reduction in repeat incidents due to targeted interventions.</li> </ul>
Create post-boxes at each school for pupil voice as a private way of children sharing thoughts and worries				<ul style="list-style-type: none"> <li>Pupils feel they are able to openly talk about anything and report incidents if needed.</li> <li>Pupil voice indicates improved feelings of safety and inclusion.</li> </ul>

**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** Use bullet points to outline your rationale. This could be using the data outlined above, a gap that has been observed by the Local Authority or Ofsted, or in response to your establishment's changing demographics

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Increase opportunities for rolling programme of CPD i.e unconscious bias, inclusive teaching, cultural competency	Trefor Su	Rolling programme of CPD	Staff meeting time? CPD cost i.e National College?	<ul style="list-style-type: none"> <li>All staff attend scheduled CPD sessions as part of the rolling programme.</li> <li>Staff actively engage in discussions, activities, and reflective tasks during training.</li> <li>Staff demonstrate increased understanding of key concepts (e.g. unconscious bias, inclusive pedagogy,</li> </ul>

				<p>cultural awareness) through post-training evaluations or feedback.</p> <ul style="list-style-type: none"> <li>• Staff report greater confidence in applying inclusive practices in their roles.</li> </ul>
<p>To ensure the new Harbour Teacher Appraisal model promotes a culture of care and respect. Look for opportunities to create forums for staff to share experiences and support one another (with permission from staff) i.e divorce, faith, menopause, disability,</p>	Faye & Su	<p>Bi-annual meetings.</p> <p>Open door policy</p> <p>Meetings when needed throughout year</p>	<p>Time within school to meet?</p>	<ul style="list-style-type: none"> <li>• All staff are introduced to the Harbour Appraisal model and understand its emphasis on care, respect, and wellbeing.</li> <li>• Staff feedback indicates the model feels supportive, inclusive, and values the whole person.</li> <li>• Staff contribute ideas for future forums or wellbeing initiatives.</li> <li>• Staff wellbeing indicators (e.g. surveys, absence rates, retention) show improvement.</li> </ul>