



Public Sector Equality Duty

2021-22

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will review annually the progress we are making to meet our equality objectives and amend our objectives when necessary.

<i>Objectives</i>	<i>Why we have chosen this objective</i>	<i>Actions (processes)</i>	<i>Progress we are making towards this objective</i>
To continue to promote spiritual, moral, social and cultural development, including British Values through all appropriate curricular and extra-curricular opportunities.	We want an ethos and climate that promotes British Values	Ensure, by carrying out a regular audit, that all areas of SMSC are actively promoted in the school	Displays and provision address all areas and values

<p>Promote a wider understanding of diversity and protected characteristics</p>	<p>To promote tolerance and understanding of others' beliefs because the school population is predominantly white British with a very low number of pupils from other ethnic groups.</p>	<p>Opportunities for children to engage with people from other faiths and cultures through visits and visitors linked to the Religious Education Curriculum. Promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas eg in English/reading, pupils will be introduced to literature from a range of cultures, in music pupils listen to music from other cultures</p>	<p>Pupils experience at least 1 visit or visitor from different faiths Diwali Day Greek Orthodox Day Visit to Lincoln Mosque Purchase of multi faith and multi cultural books for the school library</p> <p>Assemblies promote tolerance and foster good relations.</p> <p>Teaching and activities that promote tolerance and foster good relations.</p>
<p>Maintain attendance figures above the National percentages for pupil premium children and children with SEN Support.</p>	<p>Attendance figures for these groups were below the National average for 2018.19 FSM 91% V 96%</p>	<p>Closely monitor attendance. Termly letters to parents RAG – attendance panels plus support. Follow up meetings with parents when improvement happens. Fines have been reinstated.</p>	<p>Current FSM 85% v 91.7 % non FSM. Heavily impacted by Covid.</p>
<p>Close the attainment gap between vulnerable pupils and other pupils</p>	<p>Pupils in vulnerable groups do not perform as well as other pupils.</p>	<p>The attainment of all children is tracked so that individual needs are quickly identified and met. Ensure targeted intervention is put in place for all pupils who need to 'close the gap' and then to 'Keep up , not catch up' to achieve good progress.</p> <p>Support from outside agencies is actively sought to ensure barriers to learning are overcome.</p>	<p>Due to support systems in place, generally pupils in disadvantaged groups perform at a similar level to pupils not in those groups.</p> <p>Internal Pupil Tracking Measures are being used proactively to identify gaps and next steps in pupil learning</p>

		Vulnerable pupil records and class data analysis show identification of pupils who are not making expected progress and intervention measures that are put in place.	
--	--	--	--