School Name: Lime Wood Primary School

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| **Our Equality Objectives** |
| The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. |
| **Objective 1** |
| Increase the representation of teachers from local black and minority ethnic communities. |
| **Our Progress** |
| * Website and branding photos ensured representation of our community which are used in our recruitment, marketing and social media celebrations. * We have discussed our Equality Objectives with our Local Academy Committee, one governor has signposted the school to a Diversity expert who we hope to work with in 24-25; in particular with regard to recruiting teachers and teaching assistants from local black and minority ethnic communities. |
| **Objective 2** |
| To eradicate the gaps in achievement between Free School Meals (FSM) and Non-FSM in EYFS upwards. |
| **Our Progress** |
| * All assessments completed throughout 23-24 are analysed with the two groups evaluated and next steps identified. * This is completed across all assessments using development matters to inform teacher assessment judgements as well as other data sets such as phonics progress. * The focus for our PPG spending has been around attendance and providing children with access to speech and language to further improve communication. * A clear focus on Oracy and developing effective communication for all. This is also linked to our participation in the Violence Reduction Unit project funded by the London Mayor’s Office. * VRU funding has also been allocated to lunchtime club provision for our children focusing on identified areas for development from fine motor skills, communication, teamwork, turn taking to gross motor skills. |
| **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. |
| **Our Progress** |
| * During 23-24: * Our EYFS curriculum has been written in response to the needs and interests of our children which is always rooted in celebrating our diverse school community. We have a strong and inclusive focus on PSED – Personal, Social, Emotional Development. * Our school has welcomed and invited in a wide range of different community members to further share our vision and expose children and families to different religions and cultures. * A successful core text ‘The World Around Us’ celebrated our community and families and a display is featured in our atrium which can be seen by our visitors. * Our school celebrates different religions which are represented in displays around the school and topic tables with artefacts on display for children to access. * Core texts are carefully chosen to ensure representation across diversity, inclusion/disability, gender etc are included. * We completed an Art project in recognition of our opening which invited all members of the school community to donate fabric that represented their family culture and/or was important to them as a family – this was used to create our “Baby De Luci” sculpture which is proudly displayed in our atrium. Fabrics donated included African wax prints, Romanian tapestry, Buddhist prayer flags and Lithuanian print to name a few. * Following a conversation with a parent in Autumn 2023 regarding their child’s hair being perceived as messy, we signed up to the Halo Code; the UK’s first black hair code. Our school supports and celebrates afro-textured hair in all styles. This was reinforced with the children with our chosen text; ‘I love my beautiful hair’ and ‘Hair Love’. * Our Y1 curriculum will replicate this approach and our Personal Development curriculum will build on the children’s experience in EYFS and prepare them onwards for the rest of their primary education. |
| **Objective 4** |
| To ensure that all staff feel confident in responding effectively to homophobic or racist views or comments. |
| **Our Progress** |
| * We have a nil return for homophobic or racist incidents being reported. * In 24-25, our weekly briefings will have a focus on short burst training linked to this objective. |

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