

The Duchy School Equality Plan



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.

Objective 1

To narrow the gap in attainment between groups of children.

Description of the improvement needed:

Attainment gaps between different pupil groups within the school broadly mirror national trends. To address this, there is a need for greater precision in supporting staff to implement adaptive teaching strategies effectively. This will enable more targeted and inclusive approaches to teaching and learning, with the aim of narrowing the attainment gap and ensuring equitable outcomes for all learners.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Provide targeted professional development for staff on adaptive teaching strategies, with a focus on meeting the needs of disadvantaged pupils and those with SEND. This will include: • Training on evidence-based approaches to differentiation and scaffolding. • Use of pupil progress data to inform planning and intervention. • Collaborative planning sessions to share best practice and successful strategies. • Integration of pupil premium and SEND priorities into curriculum design and delivery.	HT & SENDco	Annually	Staff Meetings and INSET day allocations Leadership and class teacher release time/costs in line with monitoring programme	Monitoring: - Lesson Observations and Learning Walks: Focused on evidence of adaptive teaching and inclusive practice. - Pupil Progress Meetings: Regular reviews of attainment data for key groups, including disadvantaged and SEND pupils. - Staff Feedback and Reflection: Gathered through surveys and professional dialogue to assess confidence and impact. - Book Looks and Planning Scrutiny: To evaluate differentiation and targeted support in classroom practice. - SEND and Pupil Premium Lead Reports: Termly updates to SLT and governors on progress and impact. Success Criteria: - Staff demonstrate increased confidence and competence in applying adaptive teaching strategies.

				- Attainment gaps between pupil groups begin to narrow, as evidenced in termly data reviews. - Planning and teaching consistently reflect inclusive approaches that meet the needs of all learners. - Disadvantaged and SEND pupils show improved progress and engagement in learning. - Positive feedback from staff and pupils regarding the effectiveness of support and teaching adaptations.
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Equality Objective 2

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

Description of the improvement needed:

Following a comprehensive review of historical attendance data, the school has identified two key areas for targeted improvement:

- **Reducing Persistent Absenteeism Across All Pupil Groups**

We aim to significantly lower the number of pupils who are persistently absent, ensuring that all children have consistent access to learning.

- **Enhancing Attendance Among Vulnerable Groups**

Particular focus will be placed on improving attendance rates among our most vulnerable cohorts, specifically pupils from White Eastern European backgrounds and those eligible for pupil premium funding.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To regularly monitor attendance data to identify trends and need, then implement early intervention and additional support to improve	HT & Attendance Champion	Ongoing	Data sheets Use of Ukrainian funding to fund DCC	Monitoring: - Weekly Attendance Tracking Class-level and individual pupil attendance monitored by the Attendance Champion, with alerts for pupils falling below thresholds.

attendance—especially in our most vulnerable groups.			support to work with these families Use of AIO funded hours to focus on these areas to improve	- Half-Termly Data Analysis Attendance trends reviewed by SLT, with breakdowns by pupil group (e.g. ethnicity, pupil premium, SEND). - Governor Oversight Attendance data and intervention impact reported termly to the governing body. - Case Studies and Pupil Profiles Maintained for pupils receiving targeted support, including intervention logs and outcomes. - Parent Engagement Logs Records of meetings, communications, and support offered to families. - Pupil progress review meetings with class teacher Success Criteria: - Reduction in Persistent Absenteeism A measurable decrease in the percentage of pupils classified as persistently absent (below 90% attendance). - Improved Attendance in Vulnerable Groups Attendance rates for White Eastern European pupils and those eligible for pupil premium show sustained improvement over the academic year. - Positive Feedback from Families Increased engagement and satisfaction from families receiving support, measured through surveys or informal feedback. - Whole-School Attendance Improvement Overall school attendance meets or exceeds national benchmarks, and/or improves year-on-year compared to school's own benchmark.
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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:

Our setting is a smaller than average primary school within the context of rural Devon. The school lies at the heart of the town within which it is based (Bradninch) and actively builds strong links within the local community. Both the school and local community are largely made up of people from a small range of backgrounds, cultures, and religions. Due to the limited diversity within the school and its local context, there is a risk that pupils are not sufficiently exposed to a broad range of cultures, beliefs, and lived experiences. This may impact their understanding of equality, inclusion, and global citizenship. The school must take proactive steps to enrich pupils' experiences and ensure they develop respect for and understanding of difference in all its forms.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Develop and implement a new reading spine that promotes and celebrates human diversity linked, in part, to the protected characteristics. In addition, as part of this work, conduct a review of the school's library book stock to ensure that they align with the principles of the school's new reading spine.	English Lead	Ongoing	Staff training and release time for subject lead to roll out and embed into curriculum offer Consultant funded to conduct school library audit and review	Monitoring: - Termly: Review implementation of the reading spine across year groups - Half-termly: Monitor pupil engagement and feedback on diverse texts - Annually: Audit library stock for representation and alignment with diversity principles - Ongoing: Track curriculum links to protected characteristics and inclusive themes Success Criteria: - Curriculum Integration All year groups are using texts from the new reading spine that reflect a range of cultures, identities, and protected characteristics. - Library Representation The school library contains a balanced and inclusive

				selection of books that reflect diverse authors, characters, and themes. - Pupil Engagement Pupils demonstrate increased awareness and understanding of diversity through discussions, pupil voice activities, and written work. - Staff Confidence Staff feel confident in using diverse texts to support inclusive teaching and learning, as measured through surveys or CPD evaluations. - Community Feedback (including governors) Positive feedback from parents and carers regarding the school's commitment to promoting equality and diversity through reading.
Ensure all pupils have equitable opportunities to contribute meaningfully to school life by promoting inclusive participation in pupil leadership roles, such as the school council, through democratic processes and accessible election systems.	HT	Ongoing	Time/Cost of releasing staff to establish and monitor Development of tracking sheets and cost to manage/administration.	Monitoring: - Termly: Review pupil leadership participation data (e.g. school council membership by year group, gender, background) - Ongoing: Staff observations and feedback on pupil engagement in leadership activities - Annually: Pupil voice survey to assess perceptions of inclusion and opportunity in leadership roles - Annually: Report to governors on pupil leadership diversity and impact Success Criteria: - Inclusive Representation School council and other pupil leadership roles reflect the diversity of the school population (e.g. gender, ethnicity, SEND, pupil premium). - Pupil Engagement Increased number of pupils participating in elections

				and leadership activities across all year groups. Increase in number in children participating in available clubs (before and after school). - Positive Pupil Perception Majority of pupils report feeling they have a fair opportunity to contribute to school life, as measured through pupil voice surveys. - Staff Confidence Staff report that leadership opportunities are accessible and inclusive for all pupils. - Impact on School Culture Pupil-led initiatives and feedback influence school decisions and contribute to a positive, inclusive school environment.
Plan and deliver a calendar of cultural events and celebrations, explicitly linked to the school's core values, to enhance pupils' awareness, understanding, and appreciation of diverse communities and traditions.	HT	Annually	Staff Meetings and INSET day allocations Leadership and class teacher release time/costs in line with monitoring programme	Monitoring: - Termly: Review of cultural events delivered and their alignment with school values - Half-termly: Governor 'value visits' and pupil conferencing to gather feedback on cultural learning - Ongoing: Staff reflections and logs of classroom discussions and activities linked to events - Annually: Evaluation of impact in relation to equality objectives and curriculum enrichment Success Criteria: • Curriculum Enrichment: Cultural events are embedded across the curriculum and linked meaningfully to school values. Successful creation of a school values planning document which explicitly maps out the school year. This will ensure that cultural days and celebrations are included and aligned to this. • Pupil Understanding Pupils demonstrate increased awareness and respect for

				different cultures and communities, evidenced through pupil voice, work samples, and classroom discussions. • Inclusive Representation Events reflect a wide range of cultures, beliefs, and identities, including those less represented in the local context. • Community Engagement Families and local community members are involved in cultural celebrations, enhancing shared understanding and inclusion. Updates in school will be celebrated and shared through publications in bi-weekly newsletter. • Staff Confidence and Consistency Staff consistently plan and deliver culturally inclusive activities, supported by CPD and shared resources.
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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:

While all incidents of bullying, prejudice, and racism are reported through the appropriate channels, ensuring the accuracy and consistency of this reporting remains a key area for ongoing development. To strengthen this process, it is essential that all staff have a clear understanding of how to identify, record, and respond to incidents involving bullying, prejudice, and racist behaviour (BPRI). Enhancing staff awareness and confidence in these procedures will support a more robust and effective approach to safeguarding and promoting equality across the school.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Deliver comprehensive whole-staff training to enhance understanding of bullying, prejudice, and racist incidents (BPRI), ensuring all staff are equipped to identify, respond to, and record such incidents appropriately. Establish clear expectations and consistent procedures for recording and addressing BPRI concerns, aligned with the updated CPOMS classification tags, to support accurate and streamlined reporting across the school.	HT & SENDCo	September 2024	INSET and staff training sessions. External trainer to deliver input on BPRI to staff	Monitoring: - Training Attendance Records: All staff attendance will be logged to ensure full participation. - Post-Training Evaluation: Staff will complete feedback forms to assess the effectiveness and clarity of the training. - Follow-Up Surveys: Conducted termly to gauge staff confidence and understanding of BPRI procedures. - CPOMS Audit: Regular reviews of CPOMS entries will be carried out to monitor the accuracy and consistency of BPRI incident reporting. - Staff Meetings and Line Management: BPRI procedures will be revisited in team meetings and individual performance reviews to reinforce expectations and identify any further support needs. Success Criteria: - 100% of staff attend and engage with the training.

				- At least 90% of staff report increased confidence in identifying and responding to BPRI incidents. - All BPRI incidents are recorded using the correct CPOMS classification tags. - Evidence of improved consistency and accuracy in incident reporting across the school. - Reduction in unreported or misclassified BPRI incidents over time. - Positive feedback from staff indicating the training was relevant, informative, and actionable.
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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: The current curriculum does not consistently or explicitly feature diverse and positive role models that reflect the full range of backgrounds and the nine protected characteristics outlined in the Equality Act 2010. As a result, pupils may have limited opportunities to see themselves and others represented in their learning. This can impact their sense of identity, belonging, and understanding of the wider world. The curriculum needs to be reviewed and developed to ensure it actively promotes inclusion, representation, and equality using diverse role models across all subjects.				
Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Ensure that the curriculum actively promotes diverse and positive role models that pupils can identify with, reflecting a broad range of backgrounds and the nine protected	HT	Ongoing	Curriculum plans Observations Staff meetings External visitors and workshops Assemblies	Monitoring: - Half-termly: Lesson observations and planning scrutiny to ensure inclusion of diverse figures and themes - Termly: Curriculum audits to review representation of diverse role models across subjects

characteristics as defined by the Equality Act 2010.			Visitors into school	- Termly: Report to governors on curriculum diversity and alignment with Equality Act principles - Ongoing: Staff CPD logs and feedback on inclusive curriculum planning - Annually: Pupil voice surveys to assess awareness and impact of diverse role models in the curriculum Success Criteria: - Curriculum Coverage All subjects include planned opportunities to explore diverse and positive role models linked to the protected characteristics. - Pupil Awareness Pupils can identify and talk about a range of role models from different backgrounds and understand their significance. Children able to make purposeful connections, recognising that the protected characteristics are not (and never should be) a barrier to success or possibility of achieving success. - Staff Confidence Staff feel confident in selecting and teaching about diverse role models, supported by training and resources. - Inclusive Planning Medium- and long-term planning documents reflect a commitment to diversity and inclusion. - Positive Impact on School Culture Pupils demonstrate increased respect, empathy, and understanding of difference, as evidenced through behaviour, discussions, and pupil voice.
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