# Falconhurst School
# Equality Action Plan 2023-2025

The school has a responsibility to work to improve relations between students and staff within all protected characteristics and no characteristic.

It has developed these equality objectives in order to work towards these aims and responsibilities.

> **Equality objective 1**
> To ensure that pupils from disadvantaged backgrounds have an equal chance of making good or better progress from starting points by focused quality first teaching and targeted intervention

| Outcomes | Measured by |
|---|---|
| Pupils to have made good progress from starting points and make progress in line with national expectations | Termly Progress Data<br>Termly Pupil Premium monitoring |
| Pupil Premium pupils are catered for in lessons through teacher focus and targeted lesson intervention. | Book scrutiny, pupil interviews, lesson study with PP inclusion focus |

| Activity | Lead | Progress Milestones |
|---|---|---|
| Identify the barriers to learning for all disadvantaged pupils. | MN - AHT | Data to show that disadvantaged pupils are making good or better progress from starting points and that they are making progress in line with national expectations. |
| Share disadvantaged pupil data with all staff that work with individuals | SLT/Phase Leaders/Teachers and TAs | Termly SLT meeting to share pupil data, highlight specific pupils, and discuss appropriate intervention. |
| Ensure appropriate provision is in place to address barriers to learning for every identified pupil | AHTs leading Phase Leaders | Provision maps are fluid and change to meet the needs of pupils. Updated termly and evaluated. |
| | MN - AHT | Provision adapted due to the advice of other professionals and the needs of the children. |
| Effective work with external agencies including mental health to ensure that provision is centered around the child and families effectively to meet their needs. | | |
| | MN - AHT | Pupil Premium Action Plan targets reviewed termly to ensure that milestones are being met |
| Ensure pupil premium funding is deployed effectively to raise pupil's outcomes | | |

**Equality objective 2**
To ensure that all pupils identified as having special educational needs and disabilities (SEND) make good progress from their starting points.

| Outcomes | Measured by |
|---|---|
| Pupils with SEND make good or better progress from their starting points. | Progress data SEND termly report |
| Pupils with SEND are accurately identified in a timely manner and effectively supported over time. | SEND register which is an accurate reflection of all SEND needs and not limited to those who are at the most extreme level of need. |
| Pupils with SEND are effectively catered for in lessons through differentiation and individual focused targets. | Pupils' learning outcomes, pupil interviews, SEND discussions |

| Activity | Lead | Progress Milestones |
|---|---|---|
| Ensure appropriate provision is in place for all pupils with SEND. | KP - SENDCo | Data shows all pupils with SEND are accurately identified and are making good progress from their starting points. |
| Ensure all teaching staff hold consistent understanding of what constitutes a SEND need and how to respond. | KP - SENDCo | Greater understanding of identification and placing on the SEND register is secured through a clearer set of criterion. More teachers accurately recognise and respond to children with SEND within their class. |
| Work with external agencies to ensure pupils' individual needs are met. | KP – SENDCo and MN – AHT | Links with external agencies are strong and additional support is in place where needed. |
| Ensure SEND funding is used to support pupils with SEND | KP – SENDCo supported by PG - SBM | SEND funding is used to support pupils identified as having SEND and pupils' needs are met |

**Equality objective 3**
Ensure that emotional wellbeing of our children is an intrinsic part of the education offered at Falconhurst, ensuring all achieve across the curriculum.

| Outcomes | Measured by |
|---|---|
| Pupils with social and emotional difficulties make progress in line with national levels and gap between them and their peers is reduced. | Data Tracking, Lesson observations, Wellbeing team reports – including those from the MHST partners |
| These children are effectively catered for in all lessons and at different parts of the day. | Reduced behaviour incidents recorded on CPOMS and increased levels of positive pupil voice within the Wellbeing Team |
| Children are able to access all aspects of their learning due to a healthier social and emotional mind set. | Pupil/Staff voice |

| Activity | Lead | Progress Milestones |
|---|---|---|
| Appropriate provision is in place to address children's emotional well-being. | MN – AHT with Wellbeing Team LS – Mental Health School Lead | Barriers to learning are reduced and children report that they are happy children in school and at home. Jigsaw and enrichment curriculum taught effectively |
| Identify children and follow the Wellbeing referral pathway to ensure barriers are quickly addressed to avoid any further difficulties.<br><br>Range of barriers are identified and dealt with.<br>• Loss and bereavement<br>• Self-esteem<br>• Social skills<br>• Family influence<br>• Friendship issues<br>• Relationships<br>• Anger Management<br>• Behaviour<br>• Anxiety<br>• Bullying<br><br>Pupils with barriers to their emotional wellbeing make progress in line with their peers | MN - AHT | Staff and parents evidence a good understanding of the referral route.<br><br>Monitoring and pupil surveys identify barriers to learning and gaps in provision. These are shared with staff and relevant training in place.<br><br>Data shows identified pupils are making at least expected progress and are in line with their peers |

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**Equality Objective 4**
Continue to monitor incidents of racist/homophobic language and all forms of bullying

| Outcomes | Measured by |
|---|---|
| Sustained very low level incident rate of bullying or single anti-social behaviour against pupils with protected characteristics.<br>Pupils feel safe in school | Pupil surveys CPOMS entries |

| Activity | Lead | Progress Milestones |
|---|---|---|
| PSHE curriculum used to address these issues directly<br><br>National and International dates celebrated to learn about diversity around the world.<br><br>Closely monitor any incidents to ensure all incidents of targeted anti-social behaviour or bullying are recorded, including use of homophobic or racist language and bullying targeted at individuals with protected characteristics. | LS - PSHE lead<br><br><br><br>DSLs and Wellbeing Team | PSHE curriculum ensures that pupils have a clear understanding that bullying, racism, transgender and homophobic language is not appropriate and understand how to report and challenge it.<br><br>Monitoring and record keeping on CPOMs ensures that all incidents are recorded and addressed<br><br>Monitoring shows a continued reduction in the number of incidents.<br><br>Parent and pupil surveys show that pupils feel safe in school and free from bullying and harassment All incidents are monitored and addressed so that any emerging trends or themes are identified without delay. |