



Bampton CE Primary School and Nursery Equality Objectives [2024-28]

The governing body of Bampton CE Primary School have agreed the following Equality Objectives:

Equality Objective	Success Criteria	Actions required to achieve the objective	Aims of the Equality Duty	Protected Characteristics
To further develop effective pedagogy to ensure teaching impacts on long-term memory and the ability to apply learning regardless of ability or group	- Improved quality first teaching for all children - Cycle of 'Assess, plan and do' in place for children on the SEND register and Learning Plans on new data system. - Staff training related to long-term memory and application of skills taught - Increased progress of children at risk of under achievement - Revised feedback policy to ensure marking and feedback moves children's learning forward is consistently implemented across the school in all subjects.	Termly monitoring of data and work scrutinies. Monitor Learning Plans for SEND pupils. Observations and training to focus on teaching strategies and effective deployment of Teaching Partners Monitor and look for trends or patterns in the data that require additional support for pupils	Advance equality of opportunity for pupils who share protected characteristics	✓ Race ✓ Disability ✓ Gender ✓ Religion or belief
<u>Review 2024-25:</u>Teacher CPD around impact of marking and feedback. Book scrutinies show further work required to ensure consistency of marking and feedback leads to misconceptions being addressed. Further review of policy for 2025-26 <u>Review 2025-26:</u> Internal tracking data and statutory outcomes demonstrate improving outcomes in KS2.				

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Monitor patterns of attendance to ensure vulnerable groups are not disproportionately missing learning time.	- Attendance, including persistent absence, is in line with national figures for all groups of children. - Where attendance is below 95% support plans are in place to help improve attendance.	- Share new Attendance policy and guidance with parents. - Half termly attendance monitoring to look at patterns and trends. - Use of support and penalty notices to support increasing attendance where necessary.	Advance equality of opportunity for pupils who share protected characteristics	✓ Age ✓ Disability ✓ Sex ✓ Gender reassignment ✓ Sexual orientation ✓ Race ✓ Religion or belief
<u>Review 2024-25:</u> Updated attendance policy and communication to parents and carers around the regular attendance. Regular monitoring of attendance and new letters generated via Insight Tracking system. Use of referral process around unauthorised holiday leave. <u>Review 2025-26</u> School engagement through ODST with 5 Foundations of Attendance training. Attendance action plan created. School attendance continues to be in line or above national. School's attendance policy supports referrals to County for periods of unauthorised absence that meet threshold. Fines have been issued to families taking holiday in term time.				
To be mindful of the main pressures staff have on them which could be detrimental to their well-being, this includes bullying and harassment	- Staff wellbeing surveys will show a decrease in areas of concern around workload and mental health concerns - Work with partners to support and care for staff's wellbeing - Decreased staff absence - Staff will know where to access support to	- Develop leaders understanding of the link between workload and mental health and wellbeing and how these can have a negative impact on outcomes for children - Clear systems of support in place through line management and	Advance equality of opportunity staff who share protected characteristics	✓ Age ✓ Disability ✓ Sex ✓ Gender reassignment ✓ Sexual orientation ✓ Race ✓ Religion or belief ✓ Pregnancy and maternity ✓ Marriage or civil partnership



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	support their wellbeing and mental health	- supportive conversations • Policies and procedures are supportive in safeguarding staff's well-being, including protection against vexatious behaviour • Staff well-being survey completed annually and actions planned to address issues raised.		
<u>Review 2024-25:</u> Staff feedback on positive relationships and supportive team work. <u>Review 2025-26:</u> ODST staff survey results were very positive for our school. 100% of staff agreed that in this school we celebrate success. Staff comments refer to "believing in me" "giving me this opportunity" "support from the team". CPD and professional growth remain a priority. Three support staff accessed training and gained new qualifications.				