

Halwin School

Annual Equality Objectives 2025 -26

Crofty Education Trust publishes an Equality Statement which explains how the Trust (and schools within it) comply with their equality duties to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Halwin School has considered how well we currently achieve the aims of this duty with regard to the protected equality groups. Using information that we have gathered we have decided upon our equality objectives. Our plans to meet these objectives will be monitored annually.

In compiling equality information we have:

- Reviewed the school's data, policies and practice and identified any gaps.
- Examined how our school engages with the protected groups, identifying where practice can be improved.

The outcomes are published within this plan, which has been agreed by our Local Governance Committee (LGC). In line with legislative requirements we will review progress against our plan annually and review the entire plan and accompanying action plan on a four year cycle.

Issue identified	Objective	Action	Success criteria (timescale and measures)
Predominantly monocultural area of the country, geographically isolated	Increase the range and coverage of curriculum resources that depict positive images of people with protected characteristics and non-gender stereotyped roles across the school	Curriculum leaders audit resources and identify gaps. Order appropriate resources to address identified gaps across subjects and year groups	Pupils understand the term <i>Protected Characteristic</i> at an age-appropriate level, as evidenced through pupil voice activities and curriculum work. Evidence of inclusive and non-stereotyped resources across the curriculum Incidents of prejudiced-based bullying are rare and monitored through behaviour and safeguarding records.

<p>Attainment of pupil premium pupils is lower than their peers in reading, writing and maths</p>	<p>Increase attainment of pupils eligible for pupil premium in reading, writing and maths to close the gap with their peers</p>	<p>Monitor individual attainment and progress – discuss next steps at pupil progress meetings.</p> <p>Teachers monitor engagement in lessons to ensure children are fully engaged in learning.</p> <p>Accurate assessment identifies gaps in learning and targeted teaching supports children to consolidate learning.</p> <p><i>See Pupil Premium strategy for more information.</i></p>	<p>There is no gap between the attainment of disadvantaged pupils and their peers.</p> <p>Attainment in National assessments is at least in line with National averages.</p> <p>Assessment data and pupil progress meeting records demonstrate targeted support and impact</p>
<p>Persistent absenteeism and lateness within vulnerable groups</p>	<p>Improve attendance and punctuality for pupils eligible for pupil premium and those with SEND</p>	<p>Continue to embed Crofty attendance policy and follow timelines for letters home.</p> <p>Identify pupils at risk of persistent absence through half-termly attendance data analysis and intervene early.</p> <p>Monitor individual pupils and work with families through phone calls, attendance surgeries etc. to identify barriers and support families to improve attendance.</p> <p>Provide additional pastoral or wellbeing support for vulnerable pupils where attendance is impacted by emotional, medical or social factors.</p> <p>Engage with external agencies when required to support families</p>	<p>Attendance is in line with or exceeds that of similar schools nationally.</p> <p>Persistent absenteeism reduces compared to the previous academic year.</p> <p>Attendance data shows improved punctuality for identified pupils.</p>