## **Equality Objectives Statement**

# Danesholme Infant and Junior Academies

## **Greenwood Academies Trust**

Date: 01.09.2023

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#### **Background**

#### (1) A public authority must, in the exercise of its functions, have due regard to the need to-

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) tackle prejudice, and(b)promote understanding.

(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are—

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- *sex;*
- sexual orientation.

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where a public authority has fewer than 150 employees. This means that for the great majority of schools, only pupil-related data will need to be published. Schools are not required to collect any statistical data which they do not already collect routinely.

# Part A- Information which demonstrates how we are complying with the Public Sector Equality Duty for our Pupils and our People (Annual review of information)

Date last reviewed:

#### Age

- Senior Leaders have been monitoring and supporting families (KS1/KS2) to improve their attendance
- In EYFS (aged 4 and 5) there has been a focussed programme on addressing their social and emotional needs to prepare for year 1 curriculum (aged 5 and 6)
- In year 2 (aged 6 and 7) and year 3 (aged 7 to 8) there is a focused transition programme between DIA and DJA involving parents and children
- Year 6 children (Aged 10 and 11) are prepared for secondary transition through partnership working with secondary schools and through school PSHE/curriculum

| Disab              | aility   |
|--------------------|--|
| JISal              | <b>Jinty</b>   |
| 0                  | To support the need of pupils with disabilities (Physical, emotional and social), we provide whole staff training and                                |
|                    | ongoing SENDCO/Pastoral support to all staff.  |
| 0                  | In making reasonable adjustments to support pupils with Dyslexia and Discalculia, we have invested in whole school                                   |
|                    | training   |
| 0                  | Children with ADHD have tailored support plans in place and 1:1 adult support to meet needs if required.   |
| 0                  | Children with an ASD diagnosis receive targeted support through recommendation from the EP. Designated adults, safe                                  |
|                    | spaces and reduced timetables are in place where necessary and reviewed regularly with parents and SENDCO  |
| 0                  | Children who are wheelchair users are risk assessed and provision is in place in classrooms and shared areas for easy                                |
|                    | access and inclusivity.  |
| 0                  | Hearing Impaired children have 1:1 support and a quiet space. Staff are trained to use BSL and have regular meetings                                 |
|                    | with the LA hearing impaired team.   |
| 0                  | Children with S&L and communication needs have regular planned support overseen by SENDCO and follow   |
| 0                  | programmes from NHS S&L Team<br>Children with disability have equal access to trips and visits - pre-visits are in place alongside a supportive risk |
| 0                  | assessment.  |
| 0                  | Children have access to disabled toilets.  |
| 0                  |  |
| Bend               | ler re-assignment  |
|                    |  |
| 0                  | Not yet part of the curriculum (September 2023)  |
| Лarr               | iage and Civil Partnership   |
|                    |  |
| 0                  | Within our KS2 curriculum pupils have an opportunity to cover sex, relationships and marriage  |
| 0                  | As part of the academy community we acknowledge and include same sex relationships e.g. through stories/books,                                       |
|                    | special days, PSHE and every day inclusive languages.  |
| 0                  | The academies use terminology to best address the person a child lives with e.g. adults/carers when communicating wit                                |
|                    | home.  |
| 0<br><b>)</b> rogr | As part of home visits from the Nursery team, preferred titles are discussed.  |
| regi               | nancy & Maternity  |
| 0                  | Our SRE programme in KS2 covers consent, sex and healthy relationships.  |
| 0                  | KS1 animal birth and stages of human life (baby, toddler, adult)   |
| 0                  | In year 5 & 6 Children learn about puberty, human conception, pregnancy and birth.   |
| 0                  | In year 3 & 4 children cover inherited biological characteristics.   |
| Race               |  |
|                    |  |
| 0                  | For KS1 and KS2 we have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of text used                             |
|                    | across the curriculum and in the library – this is specific to our white Eastern European context and Scottish Heritage.                             |
| 0                  | Through Assemblies and PSHE we recognise that our community is made up of diffing cultures and races and everyone is                                 |
|                    | welcome.   |
| 0                  | We ensure that children see themselves reflected in their curriculum through pictures, stories and writing.  |
| teligi             | ion or Belief  |
|                    |  |
| 0                  | In KS1/KS2 children visit the local churches.  |
| 0                  | In KS1/KS2 children have visits from a Humanist and people who practice different religions.   |

- We follow the Northamptonshire RE Syllabus
- We use Picture News and Newsround to enable pupils to discuss world affairs from the news where this may relate to religion or beliefs

#### Sex

- As part of a careers programme we challenge gender stereotypes.
- As part of our academy improvement programme we
- We provide equal opportunities for all children through the curriculum, through sporting activities and signposting externally where necessary.

#### **Sexual Orientation**

- We have LGBTQ+ books in the school libraries which we need to increase as part of our improvement work.
- $\circ$   $\;$  We allow children to wear clothes they feel most comfortable in regardless of perceived gender.
- Through PSHE we ensure we have open and inclusive conversations with children and also with parents.
- We use LGBTQ+ terminology in an accurate and respectful way.

#### Part B- Statistical data (annual review of data)

- Date last reviewed:
- This information below should be based upon information readily available in your academy. For achievement in GAT (national performance measures, where appropriate) this is usually for end of EYFS (GLD), end of Key Stage 1, 2, 4 and 5
- For attendance and exclusions in GAT this is usually broken down by year group

#### Cohort profile (as included in GAT outcomes reports)

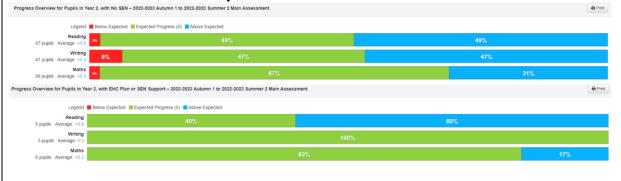
\*%Boys \*%Girls \*%SEND overall \*%SEND SENK \*\*SEND EHCP \*%Disadvantage \*%Non-disadvantage \*% White British \*% Non-white British/other

| D            | IA    | DJA          |     |  |  |
|--------------|-------|--------------|-----|--|--|
| % Boys       | 54%   | % Boys       | 50% |  |  |
| % Girls      | 46%   | % Girls      | 50% |  |  |
| % SEND       | 7%    | % SEND       | 13% |  |  |
| % non-SEND   | 91%   | % non-SEND   | 87% |  |  |
| % EHCP       | 0.01% | % EHCP       | 2%  |  |  |
| % Ever 6     | 23%   | % Ever 6     | 33% |  |  |
| % non-Ever 6 | 77%   | % non-Ever 6 | 67% |  |  |
| % EAL        | 34%   | % EAL        | 33% |  |  |
| % non-EAL    | 66%   | % non-EAL    | 67% |  |  |

#### SEND and non-SEND information

\*achievement \*attendance \*exclusions

#### Danesholme Infant Academy



| view for Pupils in Year 6, with SEN Support of EP   | or Academy   |   |                                       |                |
|---|--|---|---------------------------------------|----------------|
|   | HC Plan – 2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessi  | ment  |                                       | • Print        |
| Legend Below Expected Expected  | ed Progress (0) Above Expected   | 73%   |                                       | 18%            |
| upils - Average: +0.2 5%<br>Writing<br>pupils - Average: 0.0 18%  |  | 64%   |                                       | 18%            |
| Maths<br>upils · Average: -0.2  |  | 73%   |                                       | 9%             |
| view for Pupils in Year 6, with No SEN – 2022-20  | 023 Autumn 1 to 2022-2023 Summer 2 Main Assessment   |   |                                       | 🖶 Print        |
| Legend Below Expected Expect  |  |   |                                       |                |
| writing   | 47%  | 66%   | 44%                                   | 10%            |
| pupils - Average: -0.2         4           Maths         12%           pupils - Average: +0.6         12%   | 36%  |   | 52%                                   |                |
| and Girls   |  |   |                                       |                |
|   | *ach   | ievement *attendance *exclusi   | ons                                   |                |
| esholme Infan   |  |   |                                       |                |
|   | 023 Autumn 1 to 2022-2023 Summer 2 Main Assessment   |   |                                       | ⊖ Print        |
| Legend Below Expected Expected  | ted Progress (0) Above Expected  |   |                                       |                |
| Reading<br>upils - Average: +0.5<br>Writing   | 45%  |   | 52%                                   |                |
| upils - Average: +0.4 3% Maths  | 55%  |   | 41%                                   |                |
| upils · Average: +0.3 3%<br>view for Pupils in Year 2, who are girls – 2022-202   | 71%<br>23 Autumn 1 to 2022-2023 Summer 2 Main Assessment   |   | 26%                                   | 🖶 Print        |
| Legend Below Expected Expecte   | ed Progress (0) Above Expected   |   |                                       |                |
| Reading<br>upils - Average: +0.7<br>Writing   | 52%  |   | 48%                                   |                |
| upils - Average: +0.4 9% Maths  | 48%  |   | 43%                                   |                |
| esholme Junio   | 67%  |   | 33%                                   |                |
| Reading   | 53%  |   | 39%                                   |                |
| writing 21%   |  | 71%   |                                       | 8%             |
| pils - Average: +0.4 8%<br>Writing 21%<br>Maths ee/   | 37%  | 71%   | 55%                                   | 8%             |
| Writing<br>Dils - Average: +0.4 0%<br>Maths<br>Juls - Average: +0.6 8%  |  |   | 55%                                   | 8%             |
| upils Average -0.4 0%<br>Writing<br>upils Average -0 21%<br>Maths<br>pils Average -0.6 8%<br>Verview for Pupils in Year 6, who are girls –<br>Legend Below Expected   | 37%  | ent   | 55%                                   | 8%             |
| Is - Average: +0.4 2% Writing 21% Maths Average: +0.6 8% Is - Average: +0.6 8% Is - Legend Below Expected Uplis - Average: +0.4 10%   | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessm   | ent   | 55%<br>38%                            | 8%             |
| Average -0.4 2% Writing Average -0.1 21% Average -0.6 8% iew for Pupils in Year 6, who are girls - Legend Below Expected UB: - Average -0.1 10% Writing pils - Average -0.2   | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessm<br>Expected Progress (0) Above Expected III Insufficient Data   | ent   |                                       | 8%             |
| upits Average: +0.4 0% Writing 21% Writing 21% Maths upits Average: +0.6 8% Verview for Pupils in Year 6, who are girls – Legend Below Expected Reading pupils - Average: +0.4 10%  | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessm<br>Expected Progress (0) Above Expected III insufficient Data<br>44%<br>24%<br>Disadvanta   | ent<br>a  | 38%<br>dvantaged                      |                |
| Upils Average -0.4 8%<br>Withing<br>Upils Average -0.1 21%<br>Maths<br>Bills Average -0.0 8%<br>Verview for Pupils in Year 6, who are girls -<br>Legend Below Expected<br>Reading<br>0 pupils - Average -0.2<br>Maths   | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessm<br>Expected Progress (0) Above Expected Insufficient Data<br>44%<br>24%<br>Disadvanta<br>*ach   | ent<br>3<br>56%<br>ged and non-disa   | 38%<br>dvantaged                      |                |
| upils Average: -0.4 2% 2% 2% 2% 2% 2% 2% 2% 2% 2% 2% 2% 2%  | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessm<br>Expected Progress (0) Above Expected Insufficient Data<br>44%<br>24%<br>Disadvanta<br>*ach   | ent<br>56%<br>Sed and non-disa<br>ievement *attendance *exclusi             | 38%<br>dvantaged                      |                |
| Upils Average -0.4 9%<br>Wing<br>upils Average -0.1 21%<br>Maths 8%<br>upils Average -0.6 8%<br>verview for Pupils in Year 6, who are girls -<br>Legend Below Expected<br>0 pupils - Average -0.2 10%<br>Writing<br>0 pupils - Average -0.2 10%<br>Maths  | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessm<br>Expected Progress (0) Above Expected Insufficient Data<br>44%<br>24%<br>Disadvanta<br>*ach<br>th Accademy.   | ent<br>56%<br>Sed and non-disa<br>ievement *attendance *exclusi             | 38%<br>dvantaged                      | 129            |
| pisi Average: -0.4  | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessm<br>Expected Progress (0) Above Expected Insufficient Date<br>44%<br>24%<br>Disadvanta<br>*ach<br>t Accademy.<br>ged - 2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessment  | ent<br>56%<br>Sed and non-disa<br>ievement *attendance *exclusi             | 38%<br>dvantaged<br>ons               | 129            |
| yoris Average -0.4 Yoring upis Average -0.1 Yoring upis Average -0.1 Yoring upis Average -0.1 Legend Below Expected Upits Average -0.2 Maths Upits Average -0.2 Maths Upits Average -0.2 Maths Upits Average -0.2 Maths Upits Average -0.3 Yoring Yori | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessm<br>Expected Progress (0) Above Expected Insufficient Data<br>44%<br>24%<br>Disadvanta<br>*ach<br>the Accademy.<br>ged - 2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessment<br>ted Progress (0) Above Expected<br>65%        | ent<br>56%<br>Sed and non-disa<br>ievement *attendance *exclusi             | 38%<br>dvantaged                      | 129            |
| pipis Average: -0.4  Pipis Average: -0.1  Pipis Average: -0.1  Pipis Average: -0.2  Pipis Average: -0.2  Pipis Average: -0.2  Maths  Pipis Average: -0.2  Maths  Legend Below Expected Expected  Reading  pupis Average: -0.2  Maths  Pipis Average: -0.2  Pipis Ave | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessm<br>Expected Progress (0) Above Expected Insufficient Data<br>44%<br>24%<br>Disadvanta<br>*ach<br>the Accademy.<br>ged - 2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessment<br>ted Progress (0) Above Expected<br>65%        | ent<br>3<br>56%<br><b>ged and non-disa</b><br>ievement *attendance *exclusi | 38%<br>dvantaged<br>ons               | 129<br>• Pret. |
| yoris Average: 0.4 Yorigita Average: 0.4 Yorigita Average: 0.6 Yorigita Average: 0.7 Yo | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessme<br>Expected Progress (o) Above Expected Insufficient Data<br>24%<br>Disadvanta<br>*ach<br>to Accademy.<br>ged - 2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessment<br>66%<br>59%   | ent<br>3<br>56%<br>ged and non-disa<br>ievement *attendance *exclusi        | 38%<br>dvantaged<br>ons               | ● Pert<br>12%  |
| bis Average: 0.0 07/0 07/0 07/0 07/0 07/0 07/0 07/0   | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessme<br>Expected Progress (d) Above Expected Insufficient Data<br>24%<br>24%<br>Disadvanta<br>*ach<br>to Accademy.<br>ged - 2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessment<br>ted Progress (d) Above Expected<br>66%<br>59% | ent<br>3<br>56%<br><b>ged and non-disa</b><br>ievement *attendance *exclusi | 38%<br>dvantaged<br>ons<br>34%<br>28% | ● Pert<br>12%  |
| istes . Average: -0.1  istes . Average: -0.2  istes . Average: -0.2 | 37%<br>2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessme<br>Expected Progress (o) Above Expected Insufficient Data<br>24%<br>Disadvanta<br>*ach<br>to Accademy.<br>ged - 2022-2023 Autumn 1 to 2022-2023 Summer 2 Main Assessment<br>ted Progress (o) Above Expected<br>66%<br>59%        | ent<br>3<br>56%<br>ged and non-disa<br>ievement *attendance *exclusi        | 38%<br>dvantaged<br>ons               | ● Pret<br>12%  |

| esholme Juni<br>erview for Pupils in Year 6, who aren't disadvan   |   |                               |     |     |     | e Pri             |
|--|---|-------------------------------|-----|-----|-----|-------------------|
| Legend Below Expected Exp  | ected Progress (0) Above Expected         |                               |     |     |     |                   |
| Reading         12%           50 pupils - Average: +0.3         12%  |   | 52%                           |     |     | 36% |                   |
| Writing<br>50 pupils - Average: -0.3   | 30%                                       |                               |     | 66% |     | 4%                |
| 50 pupils - Average: +0.5  |   | 32%                           |     |     | 54% |                   |
| Overview for Pupils in Year 6, who are disadvanta  | ged – 2022-2023 Autumn 1 to 2022-202      | 23 Summer 2 Main Assessment   |     |     |     | ⊖ Pri             |
| Legend 📕 Below Expected 📕 Exp  | ected Progress (0) Above Expected         |                               |     |     |     |                   |
| Reading<br>34 pupils - Average: +0.6   |   | 47%                           |     |     | 47% |                   |
| Writing<br>34 pupils - Average: +0.0 15%   |   |                               | 65% |     |     | 21%               |
| Maths 12%  |   | 53%                           |     |     | 35% |                   |
| verview for Pupils in Year 2, who are EAL - 2022   |   | -                             |     |     |     | e Prin            |
| Legend 📕 Below Expected 📕 Exp  | ected Progress (0) Above Expected         |                               |     |     |     |                   |
| Reading<br>13 pupils - Average: +0.8   | 31%                                       |                               |     | 69% |     |                   |
| Writing 8%   |   | 46%                           |     |     | 46% |                   |
| Maths<br>4 pupils - Average: +0.4  |   | 57%                           |     |     | 43% |                   |
| verview for Pupils in Year 2, who are not EAL – 2  | 022-2023 Autumn 1 to 2022-2023 Sum        | mer 2 Main Assessment         |     |     |     | 🖶 Pri             |
| Legend Below Expected Exp  | ected Progress (0)  Above Expected        |                               |     |     |     |                   |
| Pupils - Average: +0.5   |   | 54%                           |     |     | 44% |                   |
| 9 pupils - Average: +0.4   |   | 54%                           |     |     | 41% |                   |
| Maths<br>1 pupils - Average: +0.2  |   | 73%                           |     |     |     | 24%               |
| nesholme Juni<br>Dvervlew for Pupils in Year 6, who are EAL – 2022   | or Academ                                 | <b>y</b><br>2 Main Assessment |     |     |     | 🖶 Prin            |
| Legend Below Expected Exp  | ected Progress (0) Above Expected         |                               |     |     |     |                   |
| Reading  | 43%                                       | /•                            |     |     | 52% |                   |
| 23 pupils - Average: +0.6  | 26%                                       |                               |     | 70% |     |                   |
| Writing  | 20%                                       |                               |     |     |     |                   |
| Writing<br>pupils - Average: -0.2<br>Maths   | 20%                                       | 39%                           |     |     | 39% |                   |
| Writing<br>23 pupils - Average: -0.2<br>23 pupils - Average: +0.4<br>23 pupils - Average: +0.4   | 2%  |                               |     |     | 39% | e Pr              |
| Writing 23 pupils - Average - 0.2 3 pupils - Average - 0.4 3 pupils - Average - 0.4 25 Overview for Pupils in Year 6, who are not EAL - 2  | 2%  |                               |     |     | 39% | e Pr              |
| Writing<br>23 pupils - Average - 0.2<br>23 pupils - Average - 0.4<br>23 pupils - Average - 0.4<br>24 coverview for Pupils in Year 6, who are not EAL - 2   | 2%<br>2022-2023 Autumn 1 to 2022-2023 Sum |                               |     |     | 39% | € Pr              |
| 22 pupis Average -0.2<br>23 pupis Average -0.2<br>23 pupis Average -0.4<br>24 Overview for Pupils in Year 6, who are not EAL - 1<br>Legend Below Expected Exp<br>Reading<br>61 pupis - Average +0.3<br>11% | 2%<br>2022-2023 Autumn 1 to 2022-2023 Sum | mer 2 Main Assessment         | 64% |     |     | <b>₽</b> ₽<br>13% |

### Part C- Equality Objectives (4-yearly priorities)

Date objectives set: 11.10.2023

| Objective   | Actions   | Who | Ву                               | Commentary of progress   |  |  |  |
|---|---|-----|----------------------------------|--|--|--|--|
|   |   |     | when                             | (yearly)   |  |  |  |
| Leadership of our pupil's & people  |   |     |                                  |  |  |  |  |
| To address knowledge gaps<br>of staff to support LGBT<br>community, through<br>implementing a CPD<br>programme to enable all<br>staff to know how to<br>recognise concerns and<br>respond appropriately | Staff questionnaire to<br>understand CPD needs<br>Trainers into school to provide<br>CPD for all staff. | SLT | September<br>2023 and<br>ongoing | End of year 1 progress summary<br>End of year 2 progress summary<br>End of year 3 progress summary<br>End of year 4 progress summary |  |  |  |

| Quality of Education for our pupils & people |  |           |           |                                  |  |  |  |
|--|--|-----------|-----------|----------------------------------|--|--|--|
| To review the texts used in                  | English leads to review the  | SP        | December  | End of year 1 progress summary   |  |  |  |
| the KS1 and KS2 English                      | curriculum and ensure texts are  | GH        | 2022      |                                  |  |  |  |
| curriculum, to secure                        | embedded within it.  | SLT       | ongoing   | End of year 2 progress summary   |  |  |  |
| appropriate breadth and                      |  |           |           |                                  |  |  |  |
| depth of different race and                  |  |           |           | End of year 3 progress summary   |  |  |  |
| cultures                                     |  |           |           |                                  |  |  |  |
|  |  |           |           | End of year 4 progress summary   |  |  |  |
| Personal Developmen                          | t of our pupils & people   | P         | P         |                                  |  |  |  |
| Provide experiences                          | Trips, visits and visitors are   | All staff | September | End of year 1 progress summary   |  |  |  |
| throughout the curriculum                    | clearly planned into the   |           | 2023      |                                  |  |  |  |
| to improve children's                        | curriculum to provide rich   |           |           | End of year 2 progress summary   |  |  |  |
| cultural capital.                            | experiences. This can be seen<br>on curriculum overviews/maps  |           |           | End of your 2 program of your or |  |  |  |
|  | and in MTP.  |           |           | End of year 3 progress summary   |  |  |  |
|  |  |           |           | End of year 4 progress summary   |  |  |  |
| Behaviour & Attitudes of our pupils & people |  |           |           |                                  |  |  |  |
| To increase attendance                       | Attendance procedures have   | SLT       | September | End of year 1 progress summary   |  |  |  |
| percentage of pupils from                    | been reviewed and class  | Pastoral  | 2023      |                                  |  |  |  |
| our vulnerable families.                     | teachers are now the first line  | team      |           | End of year 2 progress summary   |  |  |  |
|  | of communication with parents.   | All Staff |           |                                  |  |  |  |
|  | This is escalated supportively to  |           |           | End of year 3 progress summary   |  |  |  |
|  |  |           |           |                                  |  |  |  |
|  |  |           |           | End of year 4 progress summary   |  |  |  |
|  |  |           |           |                                  |  |  |  |
|  |  |           |           |                                  |  |  |  |
|  |  |           |           |                                  |  |  |  |
|  |  |           |           |                                  |  |  |  |
|  | the pastoral team if necessary.<br>Attendance to be monitored<br>each week and contact made<br>with families. Parent contracts<br>and EIPT referrals if not<br>improvement with support<br>from the Academies. |           |           | End of year 4 progress summar    |  |  |  |