



# SPELLBROOK C of E PRIMARY SCHOOL (vc)

*Flourishing in Love and Learning*

## EQUALITY & DIVERSITY POLICY

*"In everything - in every circumstance - do to others as you would have them do to you."*

*Matthew 7:12*

<b>Document Information</b>			
<b>Policy Number:</b>	SAF- V4	<b>Created by:</b>	Spellbrook School
<b>Section:</b>	Safeguarding	<b>Type:</b>	Statutory
<b>Reviewed by:</b>	FGB	<b>Responsibility:</b>	Chair/Safeguarding Lead
<b>Last Review:</b>	11/2023	<b>Next Review:</b>	November 2024
<b>Review Cycle:</b>	Annual	<b>Ratified by FGB:</b>	22/11/23

The following amendments have been made to this policy since the 'ratified by' date.

Date	Page number	Section	Details of change

These changes / recommendations will be reviewed / ratified by Full Governing Body for the 'review cycle' as quoted above.

## Vision and Values

We aim to do this by:-

- developing the values of respect, honesty and equality;
- promoting emotional well-being through developing self-belief, self-confidence and independence;
- providing opportunities for the best possible achievement of all children in a climate of high expectation;
- through the ethos of a growth mind-set, develop individuals who embrace challenge;
- offering all children a diverse, enriching and exciting curriculum that ensures they are well prepared for future learning;
- encouraging parental/carer engagement in education through good communication and the development of close working relationships;
- providing an inclusive and caring environment where children are aware of the importance of keeping safe and leading healthy lives;
- making the school a part of the local community by developing strong and productive links;
- creating positive opportunities and attitudes for life-long learning for all members of the school community.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relations between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles.

1. **All learners are of equal value** whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

**5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

**6. We have the highest expectations for all our children.** We expect that all pupils can make good progress and achieve to their highest potential.

**7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## **Objectives of the Policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race or ethnicity, disability, religion or belief, gender reassignment, or sexual orientation.

Pregnancy, maternity, age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to our pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

**The Public Sector Equality Duty or** General Duty under the Equality Act 2010 requires all public organisations, including schools to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

## **The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)**

**The two specific duties require schools to:**

1. Publish annually on our website information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
2. To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.

This policy describes how the school is meeting the statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

**Appendix A** is a checklist of key equality considerations

An explanation of how we spend the pupil premium at Spellbrook C of E Primary School can be found in the Pupil Premium Strategy on the school website.

## Development of the Policy

### Disability

At Spellbrook Primary School we are committed to establishing equality for all students, their parents, staff, governors and other users of the school and this is reflected in our school aims.

At Spellbrook Primary School we implement the action plan which forms part of MAN-B-043-v2 Accessibility Plan, which is aimed at:

- increasing the extent to which pupils with a disability can participate in the curriculum;
- improving the physical environment of the school to enable all stakeholders and visitors with a disability to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to pupils/parents/carers with a disability.

In addition, see the SEND Information Report and SEND policy on the school website.

### Community Cohesion

By community cohesion we mean working towards a society in which:

- there is a common vision and sense of belonging by all communities;
- the diversity of people's backgrounds and circumstances is appreciated and valued;
- similar life opportunities are available to all;
- strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.

We promote community cohesion through three areas:

- Teaching, learning and curriculum – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of British Values and human rights and to apply and defend them and to develop the skills of participation and responsible action.
- Equity and excellence – ensuring equal opportunities for all to succeed at the highest possible level – working to eliminate variations in outcomes for different groups.
- Engagement and extended services – establishing links with different schools and communities; the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

Whilst promoting community cohesion we will consider the school community, the community within which the school is located, the UK community and the global community (including faith, ethnic and cultural, socio-economic factors).

Our school community is the children and young people we serve, our parents, carers and families, the staff, Governing Body and the community users of the school's facilities and services. It is also the community in which we are located. We create our own community and networks with other local schools. We also create links with schools and communities in the local area, nationally and internationally.

The school will continue to build upon its good practice and look at the impact of our activities. Our school builds community cohesion by promoting equality of opportunity and inclusion for different groups of children within the school. There is a strong respect for diversity and inequalities by sharing values and encouraging pupils to actively engage with others to understand what they have in common to equip them to live and thrive alongside people from different backgrounds.

## Gender

We ensure that:-

- Information is collected on gender with regards to both pupils and staff and this information is used to improve the provision of services
- Pupil achievement will be monitored by gender to identify trends or patterns in the data that may require additional action.
- Pupils of both sexes are encouraged to participate in school life. This will be shown through representation in school events such as class assemblies, house captains and the school council and attendance at enrichment events at other local schools.
- Pupils of both sexes have the same opportunities to participate in physical activity and be members of sports teams, both in and outside of school hours.
- We monitor bullying and harassment of pupils and use this information to make a difference
- Stereotypes are actively challenged in terms of gender in both the classroom environment and in the playground.
- The school environment is accessible and welcoming as possible to visitors of both sexes.
- Parents of both sexes are encouraged to participate in their child's education e.g. attending parents evening, attending curriculum evenings, and assemblies.

## Race and religion

We respect and value the linguistic, cultural and religious diversity, which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to race equality is demonstrated by:-

- Fostering respect for all groups and individuals within the context of Human Rights.
- Promoting positive non-discriminatory behaviour
- Ensuring appropriate support for isolated individuals or different ethnic and religious groups within the school
- Ensuring high expectations for all
- Ensuring representation of a wide range of heritages within our curriculum and school community
- Encouraging links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

As a school with limited (but increasing) ethnic diversity, we recognise the challenge of expanding pupil's contacts and insights into cultural diversity. As such we aim to involve representatives of minority ethnic communities and diverse cultures and faiths in the school and across the curriculum.

We ensure that people from minority ethnic backgrounds are supported in applying for positions at all levels in the school. Our awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality is directly addressed in staff induction and training sessions, staff meetings and/or performance management meetings as appropriate. The school strives for consistency of approach and effective practice.

Racist incidents are closely monitored and all prejudice related incidents are reported on a termly basis to the Governing Body

## **Roles and Responsibilities and Published Information**

### **Chain of accountability**

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this policy.

### **Commitment to implementation**

The headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

### **Commitment to review**

The school equality scheme will be reviewed annually by the Full Governing Body

### **Commitment to publish**

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

At Spellbrook Primary School we will publish information annually. Information will be available on our website <http://www.spellbrook.herts.sch.uk>

### **Commitment to action**

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Recognise examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

**Headteacher and Senior Leadership Team will**

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

**All staff, teaching and non-teaching will**

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

**All pupils/students will:**

- Tell their teacher, or another adult, if anything is worrying them and listen carefully to whoever is talking to them
- Follow the Behaviour code
- Be kind, polite and helpful

**All parents/carers will:**

- Share with the teacher any problems in school that their child is experiencing
- Support extra-curricular activities, such as concerts and off-site visits
- Support the School's Behaviour Policy
- (taken from Home School Agreement)

The school operates equality of opportunity in its day to day practice in the following ways:

**Teaching and Learning**

Teaching and Learning in our school aims to promote effective learning for each child, so that they can attain the highest possible standards throughout the curriculum and in their own personal development. Children work in a variety of ability or social groupings as appropriate to the task. All staff are aware of the model that they present to pupils and they value every pupil irrespective of ability, race, gender, age or achievement. Differentiation is achieved in a variety of ways including by task; support; resource; outcome; extension. A supportive learning environment exists at our school and children are aware of their personal targets.

## **Equality and staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a person with a disability being at a substantial disadvantage in comparison with a person who does not have a disability.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example, racism, homophobia, negative views of people with a disability or sexism.

### **Engagement – Participation and Involvement**

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, governors, members of the local community and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

We will continue to consult various stakeholders on the scheme and on other relevant policies.

### **Using information – Equality Impact Assessment, data and other information**

Evaluating the impact in terms of the outcomes

#### **Equality Impact Assessment (EQIAs)**

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular groups (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

We analyse information about the achievements and progress of all pupils compare the outcomes of specific groups including by gender, SEND, and ethnicity. Data from Assessing School Performance (ASP), teacher assessments and questionnaires is used to help analyse the effects of our policies on protected groups. We collect information relating to incidents of harassment and bullying including those relating to racism, disability and gender.



We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying questionnaires. Review of our pay and performance management policies ensures that we are meeting the needs of our staff.

### **Achievements to date:**

#### Gender

Monitoring of pupil and staff gender equality is applied to raise standards and ensure that any potential underachievement is specifically targeted. In addition, the school has, and continues to be proactive to ensure that gender stereotypes are challenged:

- School participation in sports where both boys and girls compete. e.g. netball, cross-country, athletics, football, handball
- Provision of books and materials that challenge gender stereotypes
- Visits from community that challenge gender stereotypes, for example a female police-officer
- Engagement with parents via questionnaires and parent teacher meetings

#### Ethnicity/Race and Religion/Belief

As a school with limited ethnic and religious diversity we recognise the challenge of expanding pupil's contacts and insights into cultural diversity. As such we actively seek to involve representatives of minority ethnic communities and diverse cultures and faiths in the school and across the curriculum

- Links with schools in other areas to encourage positive attitudes and understanding of cultural and religious diversity – e.g.: visiting places of worship belonging to different religions
- incorporating Black History Month into the curriculum,
- developing themes in assemblies, PSHE and other curriculum areas

#### Disability

At Spellbrook Primary School we are committed to establishing equality for all students, their parents, staff, governors and other users of the school and this is reflected in our school aims.

- Dedicated disabled toilet
- Specific actions for pupils with dyslexia – Special Learning Difficulties (SpLD) base class audit, interactive white boards, visual timetables, change of font for increased readability – spellcheck devices – use of laptop – specific seating – resources for identification of dyslexia including screening toolkit.
- Resources for supporting children with fine motor skills i.e. pencil grips - targeting during whole class activities for fine motor such as Fizzy Fingers
- Adapted seating to support pupil with poor core stability e.g. Stability Wobble Cushions
- Training for all on neuro-diversity such as ASD and ADHD

#### Community Cohesion

- Strengthening links with the community through attending church services e.g. Christmas.
- Contributions to local food banks at Harvest time

- Pupil initiation of fund raising for economically developing countries, e.g. Children in Need, Save the Children.
- Links with Birchwood High School Sports Partnership – PE/Sports Day
- Shared work including reviews with a number of local primary schools
- Taking part in the Mini-Police initiative, Travel initiatives, links with local Council

### Our School's Equality Objectives

#### Key priorities for action

- To ensure that all pupils (including those with barriers to learning) are making good progress in reading, writing, and mathematics.  
To ensure that the individual needs and interests of all the children in EYFS are met, Reduce the gap between vulnerable groups and their peers  
Reduce the achievement gap between boys and girls.  
These equality objectives have been selected as a result of analysis of our ASP data, teacher assessments and SATS results. a detailed assessment of last year's internal assessment and in line with the new statutory framework.
- To ensure that attendance of all potential vulnerable groups reflects the school average attendance of 96%. This equality objective has been selected as a result of our analysis of attendance data.
- To ensure all children have experiences that increase their understanding of a range of cultures, races and religions and of people with a range of disabilities. This objective has been selected as our school is not as diverse as the country in which we live.
- To ensure all policies relate to The Equality Scheme and are formulated with Equality in mind. This objective has been selected to comply with The Equality Act (2010)

## **APPENDIX A**

### **Check list for school staff and governors**

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and it takes action when trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies, the school council and other roles and responsibilities
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and it takes action if there is a cause for concern. Mediation skills are being taught to the children to assist in managing minor conflict situations. A specific Peer Mediation Team or pupils from KS2 has been set up to help children independently resolve minor disagreements
- Visual displays and multi-media resources reflect the diversity of the school community and the wider UK
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school environment is accessible to pupils, staff and visitors to the school.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.

### **Documents relevant to the Equality and Diversity Policy on the school website:-**

- Accessibility Plan
- Special Educational Needs and Disability (SEND) Information Report
- Special Educational Needs Policy
- Pupil Premium Policy and Action Plan

<http://www.spellbrook.herts.sch.uk>

# Spellbrook CE Primary School

## Equality objectives 2022-2026

Aim	Actions	Who and When	Review of impact so far
To use the catch-up funding and pupil premium to reduce the barriers to achievement and progress for all disadvantaged pupils including those with SEND, those eligible for Pupil Premium and any pupils who have had a social worker	Ongoing formative assessment to determine progress	Class teacher with support of TAs throughout each day and each week Teachers/ TAs employed using NTP for targeted interventions	July 22 – targeted intervention in school for maths 3 <sup>rd</sup> Space had positive impact on learners – most notably on more able PP eligible learners July 23 Targeted intervention since Jan 2023 for 9 - Y2 pupils in writing with teacher showed impact in quality and quantity of independent writing
	Plans in place that ensure focus is on disadvantaged pupils and recorded on pupil intervention records	Termly with mid-term reviews	Summer 23 into Autumn 23 – positive feedback from pupils and Provider regarding pupil mentoring for specific pupils
	SEND action plans reviewed half-termly	Class teachers with support from SENCO	22/23 SEND action Plans updated 4-6 times per year, dependant upon level of need.
	Governing Body to receive information about Pupil Premium and catch up plans and use of specific funding	Headteacher to review and Publish updated plans by end of Dec each year– update each term at Governing Body Meeting	22/23 Pupil Premium and those with a social worker all included as focus children in class intervention records with strategies and outcomes reviewed termly
To continue to promote awareness and acceptance of difference through ensuring diversity is reflected within the resources used and curriculum taught.	Ensure books and resources provide stories and information that promote role models from a range of cultures and with different backgrounds and abilities - subject leaders Ensure role models that are referred to within different areas of the curriculum are representative of the whole of society	Subject leaders and class teachers when selecting books and resources  Subject leaders and class teachers when planning enrichment activities	Diversity reflected in resources  Each Class library has had a range of books bought in regards to diversity:  Most recent purchases for the class library have included texts with authors and characters who better reflect modern society and diversity and avoid gender stereotypes. Some of the recent reading books that we have purchased include: KS2 <ul style="list-style-type: none"> <li>• Rumaysa: Rumaysa Ever After by Radiya Hafiza</li> <li>• Planet Omar - Zainib Mian</li> <li>• The Boy at the Back of the Class / The Star Outside my Window / Night Bus Hero by Onjali Q Rauf</li> <li>• Nonny's Birthday Bash and Nonny's Puppy Love by Leah Osakwe (This Author came into school to visit)</li> <li>• Ella on the Outside, Not my Fault, How to Be Me by Cath Howe</li> </ul>

- Can you See Me? Libby Scott
  - Black and British by David Olusoga  
KS1
  - Little People, Big Dreams set of books
  - Little leaders: bold women in black history
  - Proudest Blue Ibtihaj Muhammad and S. K. Ali
  - Ruby's worry
- In EYFS
- 1 2 3 Do the Dinosaur, by Michelle Robinson
  - My Hair by Hannah Lee
  - So much by Trish Cooke
  - Binny's Diwali by Thrity Umrigar
  - Little glow by Katie Sahota
  - Sunflower Shoots and Muddy Boots by Katherine Halligan
  - We All Belong by Natalie Goss
  - Is That Your Mama? By Patrice Lawrence and Diane Ewen
  - A Superpower Like Mine by Dr Ranj Singh

#### In the Curriculum

- Class reading books have included texts with a range of diverse characters and stories from other cultures.
- Staff continue to raise their own awareness and avoid reinforcing stereotypes, for example by using gender neutral language and using examples and examples from history and modern day of role models with different characteristics and from diverse backgrounds .e.g discussing anti-Semitism in Y5/6 War topic, in Y3/4 Whole Class Reading text , 'Women of the Skies' focused on pioneering female pilots and discussions included the challenges and obstacles they had to overcome based on their gender, race and social backgrounds. Y1/2 Explorers such as Ibn Battuta, Sunita Williams and Mae Jefferson
- Specific Black History Month enrichment such as Carnival Dance (2022) and African Dance (2023) and a focus on Black role model and Music.
- SCARF topics- discussion around diversity and acceptance. E.g The EYFS

			<p>PSHE topic of "I'm special, your special" enables children to feel positive about themselves whilst celebrating differences</p> <ul style="list-style-type: none"> <li>Relationships resources including a recent display in Ruby Class included photos of different families.</li> </ul>
Gender differences in attainment to be tackled through raising awareness and allocation of teacher and TA time and support	Differences identified through data analysis and pupil voice. Information shared through School Development Plan to teachers and governors	Data Analysis Autumn 23 - HT Pupil voice Autumn 23 – All teachers	Reports identify gender differences. Small numbers on cohort do affect statistical analysis therefore individuals focused on – this is reflected in individual and class action plans and APDRS Pupil voice planned for Nov 23
Increase staff understanding of well-being of all pupils through targeted training and support	School to be part of pilot of Raising Achievement through Wellbeing (RAW) pilot	Starting Mid Autumn Term, staff to access training and receive coaching support in developing and enhancing school systems to ensure the wellbeing of all	Wellbeing review by HCC Autumn 23  Summer 23 update – RAW programme review tool demonstrates improved scores on average 1 per focus area.
To ensure that attendance of all potential vulnerable groups reflects the school average attendance of 96%.	School Admin to collate spreadsheet identifying any pupils with attendance at risk of falling behind. Letters to be sent in line with Herts Attendance guidance. Meetings arranged between parents and HT where attendance is a concern.	School admin : half termly reviews or sooner if trigger points reached	21-22 Overall: 94.3%, PP: 93.7% Unauthorised 1.4% 22-23 Overall: 94.4% PP: 93.8% Unauthorised 0.98% Attendance interventions including meetings with parents take place as part of a termly procedure. Messages are clear about the impact of poor attendance.