

Equality action plan 2021- 2024

As a school, we have a public sector equality duty to follow the requirements of the Equality Act 2010. We are required 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. Protected characteristics which are directly relevant to ensuring equality for families and pupils at school are: disability, gender, race, religion, sexuality and this action plan details the current areas we are working on to ensure participation, representation and equality of children and families who share a protected characteristic and the education around equalities that we are providing for all children.

Equality strand	What do we aim to do?	How we plan to achieve it?	Person responsible	Timescale	Resources	The impact of our work
Equalities/protected characteristics	To plan direct work for children through assemblies and curriculum on equality	Weekly assemblies with a focus on diversity and equality Planning events throughout the year	Headteacher Deputy headteacher	Ongoing	Assembly time slot.	Children and staff have a good understanding of equality, diversity and racism.
Equalities/protected characteristics	To promote understanding and respect for differences.	Identify opportunities in the PSHE and wider curriculum to teach children about difference. Use assemblies as an opportunity to celebrate festivals of a range of cultures and countries.	Headteacher Deputy Headteacher PSHCE leader	Ongoing	Assembly time slot.	Greater understanding and respect of differences. Issues are covered through lessons, assemblies and staff CPD. The school vision and values promote respect for the difference.
Disability/gender/race/ same sex families	To ensure representation through author, theme,	Review texts used in English and in assemblies	Headteacher Deputy	Ongoing Ensure all new texts	New class sets of books and assembly books	Children are used to seeing diversity in the texts read and viewed at school.

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	illustration and character within texts used in assemblies and English lessons	throughout school to 'usualise diversity' include diversity in gender, sexuality, ability/disability, nationality and background in the authors studied and, in the characters, and themes of texts presented.	Headteacher Reading leader	(especially picture books) contain good representation of disability/challenge to gender stereotypes/race. Use inclusive and diverse specialist bookshop providers such as New Chapter Books	purchased as appropriate	Children feel represented in school texts. Texts studied provide opportunities for in-depth study and discussion of themes including bullying, racism and immigration.
Same Sex parents	Teach about different types of families including those with same sex parents. Teach children about same sex relationships within puberty lessons	Implement RSE long term plan and identify where same sex parents and same sex families are including in teaching	PSHCE leader	From Summer 2021		Usualise same sex families in teaching about different kinds of families so that same sex parents feel represented and included and children with same sex parents feel represented
Pupil premium	To narrow the pupil premium gap in Reading, Writing and Mathematics in all year groups.	Increase the number of Pupil Premium pupils working at the expected standard for their age.	Headteacher Deputy Headteacher	Ongoing	Analysis of data	Gap narrowed in specific year groups and subjects (as identified through data analysis of phonics screener test, termly diagnostic tests and SATs tests)

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		<p>Monitor the achievement of Pupil Premium pupils. Plan and deliver interventions to address gaps in learning as identified through on-going diagnostic assessment.</p> <p>Provide small group tuition and expert teaching for groups of vulnerable pupils who are furthest behind</p> <p>Reach out directly to families to provide financial assistance for music lessons, payment for clubs and trips</p>		From September 2021	<p>Tuition funding</p> <p>Monitor and report where pupil premium funding has been used to pay for music lessons, trips (including residential) and club participation. Ensure there is equal representation for vulnerable pupils with these aspects</p>	All children have equality of access to clubs, music lessons and trips
All	Provide a range of educational opportunities for parents to develop their	Virtual and face-to-face parent workshops focussed on the	Headteacher Deputy Headteacher Pastoral Manager	Ongoing	Scheduled parent workshops/online and in person.	Parents report that they are well supported in helping their children to access the curriculum at home

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	own skills to support their children.	core subjects' areas. Targeted small group support of those families who are considered vulnerable e.g. regular meetings, signposting to support in the community etc				
Religion/race	Extend pupils' understanding of the range of peoples, cultures and religions	Curriculum overview and RE scheme of work to be monitored to ensure coverage. Plan and celebrate Black History Month, International celebration and cultural festivals. Extend visitors to assemblies to include a range of faiths.	RE leader	Ongoing	Release time for NH	Children demonstrate a good understanding of different religions and cultures through work in books, assemblies and discussions.
Disability/race/SEND	To ensure all pupils are given the opportunity to make a positive	Participation in school clubs and events are monitored.	PE and Sports leader Deputy	Ongoing	N/A	All school events have pupils from all groups (including vulnerable pupils and those with SEND)

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	contribution to the life of the school.		Headteacher Pastoral Manager			participating, with monitoring of groups where there is less take up. Specific events for pupils with SEND (e.g. pentathlon) encourage representation and participation from pupils with SEND including physical disability
Disability/gender/race/ same sex families	To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	Classroom displays and resources e.g. books should reflect diversity. Ensure that venues used for community or school linked events are accessible for disabled pupils and parents.	Headteacher Deputy Headteacher Teachers PTFA	Ongoing	N/A	More diversity reflected in school displays and materials for lessons across all year groups. Events are accessible for disabled pupils and families.
Gender	To ensure opportunities arranged within school have an appropriate balance between girls and boys.	Participation in school clubs and events are monitored. Specific and carefully chosen representation in texts avoiding gender stereotypes	PE and Sports leader, Headteacher Deputy Headteacher	Ongoing	N/A	Equal representation / opportunities for boys and girls. Clubs are accessible to boys and girls.

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		and challenging traditional or out-model ideas of what activities/careers etc boys and girls can do Support parents/carers and children and staff who identify as a gender different to that assigned at birth with flexibility in uniform policy, positive books and direct work with children and families as appropriate. Ensure that gender neutral toilets are available for children and staff				
Race	To identify, respond and report racist incidents.	Two-week long assembly on Racism including the purchase of	Headteacher Deputy Headteacher	Ongoing	CPOMS	Racist incidents are dealt with appropriately and communicated well to parents.

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		<p>new resources aimed at answering questions pupils may have about what racism is and how this can affect people.</p> <p>Introduction of extended English unit on 'Walter Tull' in year 6 and 'journey to Joburg' in year 5 to support understanding about prejudice, racism, slavery and apartheid linking through to current issues e.g. racism in football.</p> <p>Racist incidents should be logged on CPOMS.</p> <p>Incidents should be dealt with.</p> <p>Communicate any incidents with parents.</p>	<p>Pastoral Manager</p> <p>Year 6 team</p> <p>Year 5 team</p>			
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