



## Equality Action Plan 2021-22

Objective	Action Steps	Success criteria	Resources	Timescale	Monitoring
To ensure that pupils with SEND, Looked After Children and those in receipt of Pupil Premium funding are given support to reach outcomes at least as good as National.	Plan support using Pupil Premium Funding & SEN funding. Liaison with outside agencies for supporting children with disabilities, SEN and medical conditions.	Pupils meet individual, end of year targets.	External funding  Leadership time for SENCO	Ongoing – termly basis	Termly monitoring of progress data.  Class Teachers SENCO Headteacher
To ensure staff are aware of what is and isn't a prejudice-based incident.	Staff awareness of protected characteristics. Staff training based on scenarios and agreement on what would an appropriate response be.	All staff clear on what is a prejudice-based incident and the next steps they should take.	Staff meeting time  Scenarios	September INSET	Repeat at subsequent staff meeting – are staff able to correctly identify prejudice-based incidents.
To ensure children are aware of what is and isn't a prejudice-based incident (use school values of inclusivity and empathy)	Assemblies around the values of inclusivity and empathy. Making children aware that they should speak up and report.	Pupils have reported incidents if they have happened.	Assemblies	Autumn 1 assemblies.	Pupils are able to correctly identify prejudice-based incidents and how to respond and report.
To ensure staff are aware of the school's procedure for dealing with prejudice-based incidents.	Procedures for adding PBI on CPOMS are shared with staff and are reminded during briefing notes and staff meetings. CPD provided as issues arise. Lunchtime staff who do not have access to CPOMS are aware of the forms to complete to report any PBI. These will be added to CPOMS by a DSL. Staff clear of their responsibilities relating to prejudice-based incidents	All staff clear on their duty and responsibilities.	CPOMS  CPD and training.	Full reminder at yearly INSET day. Ongoing updates in staff briefing notes and staff meetings.	Reported back to FGB via HT report



	Any recorded incident of PBI will be followed up with an action.				
To ensure adequate staff members are up to date in terms of Coping with Risky Behaviours (CRB) training to enable us to meet the needs of all pupils most effectively.	SK/HW to ensure all relevant staff are booked onto appropriate training events to meet this need.	Key staff are trained and feel confident to work with/support pupils with handling needs.  Handling policies are in place for relevant pupils and are being applied consistently.	NCC training programme	Ongoing – annual refresher training	Headteacher/ SENco/ office manager  Link Governor for Behaviour.
To celebrate cultural diversity and increase pupil awareness and understanding.	Ensure these themes are woven into curriculum provision across different subjects. Jigsaw PSHE ensures discrete coverage of difference and diversity SG school lead for EQT diversity project. Make links with local community religious leaders. Weekly assemblies on ‘no outsiders’ Other assemblies mapped out to ensure cultural diversity which are led by all staff.	Children’s understanding of the local and global community is broadened. Children are respectful of cultural diversity and celebrate difference.	Staff CPD linked to curriculum planning  JIGSAW (pshe) annual subscription Trust Diversity project	Ongoing - annual basis	Headteacher/DHT  FGB – curriculum reports, HT report Link governor for RE/ PSHE
To embed RSHE curriculum – (through JIGSAW) ensuring we are guided by the principles of equality. This includes content related to same sex relationships and lifestyle choices.	Ensure all resources are available to staff responsible for delivering the RSHE curriculum.	Curriculum is in place and being effectively delivered. Parents and carers aware of school policy regarding RSHE and able to support their child’s learning. Children better equipped to make and maintain relationships with others and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.	RSHE policy  Parent forums	Annual review – summer term	Work scrutiny Planning scrutiny PSHE subject leader/ headteacher  Link governor for PSHE.