



Equality Action Plan 2024-25

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. Ensure CPOMS has correct categories for prejudiced based incidents	All staff clear on what is a prejudice-based incident and the next steps they should take.	Staff meeting time Scenarios in briefing notes CPOMS	October INSET and ongoing in briefing	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 responsible 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 (no 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 Any recorded incident of PBI will be followed up with an action.	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



To ensure adequate staff members are up to date in terms of Crisis Prevention Institute (CPI) training to enable us to meet the needs of all pupils most effectively.	<p>SK/LJ to ensure all relevant staff are booked onto appropriate training events to meet this need.</p> <p>At least 2 staff fully trained in the 2 day CPI handling course. Full staff receive 2 hour training.</p>	<p>Key staff are trained and feel confident to work with/support pupils with handling needs.</p> <p>Handling policies are in place for relevant pupils and are being applied consistently.</p>	EQT training programme	Ongoing – annual refresher training	<p>Headteacher/ SENco/ office manager</p> <p>Link Governor for Behaviour.</p>
To celebrate cultural diversity and increase pupil awareness and understanding.	<p>Ensure these themes are woven into curriculum provision across different subjects.</p> <p>Jigsaw PSHE ensures discrete coverage of difference and diversity. Yearly series of AREP in place in each year group.</p> <p>LK school lead for EQT diversity project.</p> <p>Make links with local community religious leaders to deliver assemblies.</p> <p>Weekly assemblies using 'no Outsider/ picture news' resources</p>	<p>Children's understanding of the local and global community is broadened.</p> <p>Children are respectful of cultural diversity and celebrate difference.</p>	<p>Staff CPD linked to curriculum planning</p> <p>Anti Racism units woven into PSHE scheme of work.</p> <p>Kapow PSHE units form the basis of PSHE scheme of work</p>	Ongoing - annual basis	<p>Headteacher/DHT</p> <p>FGB – curriculum reports, HT report</p> <p>Link governor for RE/ PSHE</p>
To embed RSHE curriculum –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.	<p>Curriculum is in place and being effectively delivered.</p> <p>Parents and carers aware of school policy regarding RSHE and able to support their child's learning.</p> <p>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.</p>	<p>RSHE policy</p> <p>Parent forums</p>	Annual review – summer term	<p>Work scrutiny</p> <p>Planning scrutiny</p> <p>PSHE subject leader/ headteacher</p> <p>Link governor for PSHE.</p>

