

<p>Equality Action Plan Rationale for Objective 1:</p> <p>Following on from a parent survey, some parents stated that they were unaware of how we teach tolerance, diversity and respect.</p> <p>This will happen over a period of time and will begin with staff and children feeling confident and clear of this and this will then filter home through the children discussing their learning. We will then target parents more specifically.</p> <p>Protected characteristics covered: Race/religion/sexual orientation</p>	<p>Success Criteria</p> <p>All members of the school community will be aware of how we teach these concepts to children and how this progresses through each year group.</p> <p>Confirmation that this includes all staff – dinner staff, caretaker etc knowing about the protected characteristics and having a clear understanding of our vision for Equality.</p>	<p>Governor Involvement</p> <p>Nominated link governor-equality & inclusion.</p> <p>Governors to have a full understanding of how this is taught within school.</p>	<p>Monitoring & Evaluation Methods</p> <p>Review of this action plan (termly)</p> <p>A further parent voice questionnaire, also extending to governors, staff and pupils to ensure we have reached all members of the school community.</p>	<p>Reporting Progress</p> <p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
<p>Objective 1: To ensure all members of the school community understand what, why and how we teach about tolerance, diversity and respect for others.</p>				
<p>Actions</p>	<p>Timelines</p>	<p>Staff responsible</p>	<p>Resources-Time/CPD</p>	<p>Resources-Financial</p>
<p>1.1 Opportunities planned for to ensure children understand tolerance, diversity and respect as explicit concepts as well as part of the wider curriculum.</p>	<p>Spring 2023 – Summer 2023</p>	<p>All teachers</p>	<p>Staff meeting Lesson planning continuously 'Equality is everyone's business' resources</p>	<p>Picture News Membership</p>
<p>1.2 Provide parent information to support their understanding of these concepts and how we are addressing them.</p>	<p>Summer 2023</p>	<p>SP JD</p>	<p>Staff creating a parent information document. Class assemblies. Potential sessions with DV.</p>	<p>Printed documents. AREP sessions.</p>
<p>1.3 Governor awareness raised at a Governor Meeting</p>	<p>Summer 2023 onwards</p>	<p>JD MB SP</p>	<p>Staff to create a document for Governors to refer to.</p>	<p>Printed documents.</p>
<p>1.5 Consult pupils and parents/carers re the impact of the implemented changes through a survey/questionnaire</p>	<p>Autumn 2023 onwards</p>	<p>Equality Governor JD SP CC</p>	<p>Focus group/survey School Council meeting</p>	
<p>Future Developments Establishment of focus group to include representation from all stakeholder groups to further embed EDI across the whole school Develop a Diversity Champions Group. Children could write short articles for the weekly school newsletter to inform all about their actions. They could also assist with anti-bullying policies and documentation.</p>	<p>Autumn 2023 – Summer 2024</p>	<p>Equality Governor HT SP</p>		

Equality Action Plan Rationale for Objective 2	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
<p>Outcomes for boys are lower based on current whole-school data. This is in Reading, Writing and Maths but the difference is greatest in Writing and therefore this is our initial focus.</p> <p>This is connected to our School Development Plan – Objective 2 – Curriculum.</p> <p>Protected characteristics covered: Gender</p>	<p>Boys feel positively about writing and experience a boost in self-esteem – pupil voice</p> <p>Staff will be more aware of unconscious bias and curriculum content and resources will be more inclusive/representative through training and research</p> <p>Attainment data.</p>	<p>Nominated link governor- equality & inclusion</p> <p>Focused governor visits</p> <p>T&L Governor has oversight of curriculum</p>	<p>Review of this action plan (termly)</p> <p>Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book scrutinies and environment reviews</p> <p>Through conversations with children (pupil voice questionnaires)</p>	<p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
Objective 2 To raise the attainment of boys in writing.				
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Resources - Financial
<p>2.1 Staff CPD focused on unconscious bias/ EDI/anti-racism/ the inclusive curriculum All staff to be included and actively involved</p>	<p>Spring 2023 – Summer 2023</p>	<p>HT</p>	<p>Staff meeting National College</p>	<p>National College membership</p>
<p>2.2 Consciously include texts and lessons which challenge gender stereotypes and are representative of modern-day society. Ensure topics are relevant to this group and reflect their interests.</p>	<p>Spring 2023 onwards</p>	<p>All staff</p>	<p>Books available to children Staff planning Audit of key texts currently used to ensure diversity and progression – these could be shared on the website. Focus weeks such as anti-bullying, internet safety etc should also include diversity.</p>	<p>Budget to be identified for resources</p>
<p>2.3 Pupil voice consultation and parents/carers re the impact of the implemented changes through a survey/questionnaire</p>	<p>Summer 2023</p>	<p>Equality Governor HT SP</p>	<p>Focus group/survey – what would help you? What is holding you back? Diversity Champions</p>	
<p>Future Developments Establishment of focus group to include representation from all stakeholder groups to further embed EDI across the whole school Develop a Diversity Champions Group. The group could focus on creating an aspirational day relating to male authors. Organise involvement in publishing children’s writing – Young Writers. Publish great writing on the newsletter or website.</p>	<p>Autumn 2023 – Summer 2024</p>	<p>Equality Governor HT</p>		

<p>Equality Action Plan Rationale for Objective 3:</p> <p>Our School has recently seen an increase in admissions of children who have English as an Additional Language (EAL) and we need to respond to this in order to remove barriers to learning and ensure lessons are inclusive and accessible.</p> <p>Most children are entering in Key Stage 2 and therefore miss the phonic learning of the language which occurs in Key Stage 1.</p> <p>Protected characteristics covered: Race</p>	<p>Success Criteria</p> <p>Outcomes improve for children who have EAL – most currently WTS in Reading, Writing and Maths and there are no children GDS.</p> <p>Children feel like there are opportunities for them to celebrate their own culture and language.</p>	<p>Governor Involvement</p> <p>Nominated link governor-equality & inclusion.</p>	<p>Monitoring & Evaluation Methods</p> <p>Review of this action plan (termly)</p> <p>Assessment data on Depth of Learning</p> <p>Pupil voice survey – are we meeting your needs?</p>	<p>Reporting Progress</p> <p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
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Objective 3: To ensure barriers to learning are removed for children who have English as an Additional Language and ensure inclusion across the curriculum.

Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
3.1 The focus on children relating new vocabulary to their home language.	Spring 2023 – Summer 2023	HT SP	Children to make their own dictionaries throughout a topic. Teachers to send home key vocabulary for the next topic/week so children can prepare in advance and share the language with their grown-ups. Use of technology – Google Translate.	Dictionary format if required
3.2 Teachers to plan accordingly to ensure each lesson is accessible and inclusive – thinking in advance.	Spring 2023	Class Teachers	Lesson Planning	
3.3 Providing an inclusive environment around school to make sure new students feel welcome.	Ongoing	All	Diversity champions celebrating different languages – greetings, visual stories, activities where children research a language of interest. Display in the entrance to show heritage if children wish to be involved – celebrating similarities and differences as well as individuality. Pupil Voice questionnaires relating to culture and how children feel about being in school.	
<p>Future Developments</p> <p>Establishment of focus group to include representation from all stakeholder groups to further embed EDI across the whole school Develop a Diversity Champions Group which includes children who have English as an Additional Language.</p>	Autumn 2023 – Summer 2024	Equality Governor HT SP	Building relationships with new parents and providing visual support so children can talk about the curriculum in their first language at home.	