



## EQUALITIES ACTION PLAN 2022 - 2026

Eliminating discrimination					
objective	actions	2021/2022	2022/2023	2023/2024	2024/2025
The curriculum is broad and balanced	Review all subjects to ensure topics are exciting and relevant for all children.	Reviewed with some adaptations made e.g. introduction of themed days, visiting experts and learning about democracy and parliament.	Reviewed with some adaptations made e.g. increasing opportunities for enriched learning such as Forest School.	Reviewed with some adaptations made e.g. increasing the visits to our church and the use of community links.	
Personal and social skills are developed.	Through PSHE, RHE, RE and assemblies' children learn about resilience and tolerance.	Scarf, Coram Life, RE and collective worship allow children the chance to develop personal and social skills e.g. 'we celebrate the things that make us who we are'.	Coram Life rebranded to Happy Healthy Harold with lessons becoming more applicable to daily life.	More opportunities to socialize with other schools during trips and inter-sport competition.	
Children with SEND are included in all aspects of school life.	Adaptations to the building and classrooms are made to enable all children to learn and take part in school routines.	SEND children are actively included in collective worship, monitor roles and lessons.	ELSA training given to a member of the team and a SEN TA appointed to support with specialized provision.	Introduction of new interventions including attention autism, lego therapy to ensure achievement and inclusion.	

The school is a safe environment	The building and grounds are maintained and improved and accessible for children and adults. All staff and children are aware of how to keep safe online. All adults in school have a DBS check recorded on the single central register.	The building and grounds are accessible – could consider a temporary path to the field if another wheelchair user joined the school.	A new higher fencing is installed around the perimeter to ensure high levels of safety and security.	Online Safety workshops launched and the use of apple classroom embedded.	
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		Pupils and staff know how to keep safe online (see Safeguarding Review 11/5/22)			
Recruitment and selection of staff complies with regulations.	All applicants complete an application form and attend an interview for selection in line with latest employment law and Keeping Children Safe in Education.	Yes – this has been done for all applicants.	Yes – this has been done for all applicants – social media checks now mandatory.	Yes – this has been done for all applicants – social media checks now mandatory.	
Bullying and harassment is identified and addressed.	Children are taught about bullying and what to do if they feel they are being bullied. School policies are reviewed and communicated to staff and governors. Incidents of bullying are reported and data analysed. Sexual harassment is identified and reported.	The children report that they feel safe and they know what to do if someone was being unkind (see Safeguarding Review 11/5/22) Incidents of bullying and sexual harassment is identified and reported.	Children report that they feel safe and know what to do if someone is being unkind (survey results, June 23). Incidents of negative behaviour now logged on Arbor.	Children report that they feel safe and know what to do if someone is being unkind (survey results, July 24). Incidents of negative behaviour are lowering on Arbor.	
The governing body reflects the community	Governor recruitment aims to attract members of the school and community reflecting the diversity identified.	We have recently recruited a new parent governor and the group is reflective of the diversity within the school community.	Conversion to Local Committee with some new members joining, all linked to the local community.	New recruitments to the now local committee have now increased the level of diversity.	

Advancing equality of opportunity					
objective	actions	2021/2022	2022/2023	2023/2024	2024/2025
All children are included in school activities	All children participate in school plays and sports days. Adaptations to classrooms are made to enable all children to learn.	All children were included in the Nativity – with adaptations being	Converting the classrooms to low-cognitive load classrooms helped to increase inclusion as the spaces felt more calming even for those with high needs.	All children participate in these events and we enable this to happen through the careful planning of staff and resources and preparation.	
	IT is available to aid access to the curriculum.	made as to expectation of their role. IT is used to aid access to the curriculum e.g. some children type answers or use an app to demonstrate maths knowledge rather than recording in writing.	The introduction of the Zones of Regulation helped to give children calming strategies they can use.		
Children's voice is heard in School Council and in class.	Children voice their thoughts in a safe environment. Children learn to hear other's opinions.	Active school council who put forward thoughtful suggestions about making the school a better place e.g. 'Sad to Happy Club' and calm lunchtimes.	School council introduced some wonderful initiatives including a 'service day' where they serve the children and staff of the school at lunchtime.	School council continue to support with running 'Sad to Happy Club' and are able to represent the views from their peers.	

All children can access after school clubs	After school clubs advertised to all children. Possible financial support provided through Pupil Premium grant if required.	All children can access these clubs, one paid place per PP child per term ensures no-one is discriminated.	All children can access these clubs, one paid place per PP child per term ensures no-one is discriminated.	All PP and SEN children now attend at least one club per week. This was achieved through enabling them to attend clubs they would thrive in most.	
All staff and governors have access to continuous professional development (cpd).	All staff are encouraged to attend subject network meetings and any further cpd to increase knowledge and skills. Governors can access training via service level agreements with an expectation of at least three training courses being accessed per year.	Staff attend network meetings and have access to high quality training materials through Little Wandle, White Rose Maths and the Primary Knowledge Curriculum. Governors can and do further their knowledge through regular CPD.	Staff now have access to GST network meetings as a result of our academization.	Staff also access high quality training from the Central Trust team including Positive Handling and other curriculum areas. LC Members have access to high quality training through the GST.	
Community engagement is developed	Local community consult the school about initiatives. The school invites the local community into school for assemblies/plays.	Vicar Dan, members of St Saviour's Church, parents and grandparents are an active part of school life. Musical parents have come into school to lead instrument workshops for example.	More visits were attended to local schools including trips and sporting events.	Strengthening the links with local schools has enabled visits from Blossom's Pre-School and other local schools.	

#### Consulting and involving those affected by inequality

objective	actions	2021/2022	2022/2023	2023/2024	2024/2025
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Children can articulate what inequality is and how action can change inequalities.	Learning through assemblies, PHSE, RHE, RE. Linking with school in Tanzania.	Year 2 have a better understanding of this. Discussing the children we sponsor in Tanzania has helped to highlight this as well as discussions about some families needing Food Banks in the run up to Harvest.	Focus week on Tanzania school enabled children to learn about the impact of the sponsorship. Writing to Michael Gove resulted in a visit to our school where the children could discuss their concerns about parking.	Powerful Voices curriculum addition has impacted pupil's understanding of inequality.	
Surveys of staff and parents take place at least annually.	Survey results highlight any issues which will be addressed.	Parents have been surveyed regularly throughout the year and their feedback has been incorporated into the planning of future events. Staff Survey to take place October 22.	Parents have been surveyed regularly throughout the year and their feedback has been incorporated into the planning of future events. Staff surveyed annually	Parents have been surveyed regularly throughout the year and their feedback has been incorporated into the planning of future events. Staff surveyed by GST and separately about wellbeing.	