



EQUALITIES ACTION PLAN 2022 - 2026

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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.			
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'.			
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.			
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.			

		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.			
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.			
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.			

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			

	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.			
Children's voice is heard in School Council and in class.	P4C is taught allowing children to 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.			
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 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.			

Community engagement is developed	Local community consult the school about initiatives. The school invites the local community in to 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.			
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Consulting and involving those affected by inequality					
objective	actions	2021/2022	2022/2023	2023/2024	2024/2025
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.			
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.			