

## Equality Action Plan 2022-2025

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 similar to National Statistics.	Plan support using Pupil Premium Funding & SEN funding. Liaison with outside agencies for supporting children with disabilities, SEN and medical conditions.	Pupils meet personalised, end of year targets.	External funding  Leadership time for SENDCo/DHT	Ongoing – termly basis	Termly monitoring of progress data.  Class Teachers Pupil Premium TA SENCo Headteacher
To ensure staff are aware of the school’s procedure for dealing with prejudice-based incidents.	Procedures and recording forms shared with staff Staff clear of their responsibilities relating to prejudice-based incidents	All staff clear on their duty and responsibilities		To be revisited on an annual basis – autumn term INSET day.	Reported back to FGB via HT report
To ensure staff are trained and informed to uphold and support every member of the community with a strong and clear sense of equality and inclusion.	Staff training is current and informed by experts. Resources are available (from local and national sources) and are shared appropriately with all stakeholders.	Staff/governor training is complete. Lead governor to meet with staff in shared dialogue.	TETC training and resources NCC Equality Toolkit	Annually	Governor for Equality.
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.	LB to ensure all relevant staff are booked onto appropriate training events to meet this need.	All 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/ SENDCo  Link Governor for Personal Development
To celebrate cultural diversity and increase pupil awareness and understanding.	Ensure these themes are woven into curriculum provision – RE, PSHE, Geography, English – and special days/themed weeks are included.  LB to ensure assemblies address this theme.  Subject leaders to ensure that their curriculum areas reflect and include positive and inspiring role models and materials that include and represent our diverse pupil population.	Children’s understanding of the local and global community is broadened and well-supported with resources in school. Children are tolerant of cultural diversity and celebrate difference.	Staff meetings linked to curriculum planning  PSHE annual subscription  Subject leader audits	Ongoing - annual basis	Headteacher/DHT  Report to SDP Committee/FGB – curriculum reports, HT report

<p>To embed SRE curriculum – (PSHE Association) ensuring we are guided by the principles of equality.</p>	<p>Ensure all resources are available to staff responsible for delivering the SRE curriculum.</p>	<p>Curriculum is in place and being effectively delivered. Parents and carers aware of school policy and can support their child’s learning. Children feel 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>PSHE curriculum and policy</p>	<p>Annual review – summer term</p>	<p>Work scrutiny Planning scrutiny PSHE subject leader/ headteacher  SDP committee</p>
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