

Equality Plan 2021-22

Equality Strand R – Race, D- Disability, G – Gender, SO – Sexual Orientation, A – Age, R/B – Religion or Belief, CC – Community Cohesion	Focus	Strategy	Outcome	Responsibility	Time Scale	Progress
All	All staff to be aware of the Equality Policy, objectives and action plan.	-Staff meeting to go through all three documents and ensure staff coherence.	-Staff are aware of their role and responsibilities in this being met.	Inclusion Manager	Autumn 2021) Inset day)	
All	-Ensure that the curriculum reflects the diversity of the school and local community.	-CLPE project in embedding BAME authors across all year group in reflecting the school community. -Delivered through the PSHE curriculum e.g. different types of families, relationships etc.	-Staff are aware of how to teach relevant issues appropriately and confidently. -Children understand how their families are different and the same, understanding the importance of respecting diversity, regardless of their personal beliefs.	Inclusion Manager	Autumn 2, Spring 2 & Summer 2	
All	-Ensure that bullying incidents are appropriate recorded and tracked by all staff.	-Anti-Bullying Policy to be shared with staff, parents and placed on website. -School to participate in Anti-Bullying Week -Staff training on different types of bullying and how to resolve these.	-Bullying incidents are identified by staff, recorded appropriately and a plan is put into place to support the identified pupil.	Inclusion Manager	Autumn 2, Spring 2 & Summer 2	

R, SO	Ensure that racist, homophobic and transphobic incidents are reported and responded to.	-Understanding of different relationships and identities developed through the PSHE curriculum. -negative incidents are reported on CPOMs	-Low number of incidents reported. -When incidents are reported they are addressed and a plan to support the identified pupil is developed.	Inclusion Manager	Autumn 2, Spring 2 & Summer 2	
R, D, G	-Monitor the attainment and progress of different groups from protected characteristics, as stated in the Equality Act e.g. BAME, SEND, EAL etc	-Pupil Progress Meetings to be held termly.	-Gap in attainment and progress of identified groups is reduced. -Trends/patterns are identified and the appropriate resources are re-deployed to support teaching and learning.	Senior Leadership Team/Assessment Lead	Autumn 2, Spring 2 & Summer 2	
D	Reasonable adjustments are made for pupils with a disability, as stated in the school's Accessibility Plan.	-Accessibility plan is reviewed yearly to ensure that it reflects best practice, as well as local and national guidance.	-All pupils have reasonable adjustments made so that access to the curriculum is not hindered.	Inclusion Manager	Autumn 2, Spring 2 & Summer 2	