Updated March 24

| **Dealing with prejudice** | | | | | |
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| **Identified concern** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| Although racist incidents are rare, explicit conversations around racism in our school are limited | To ensure pupils understand why racism and racist bullying is wrong | Oct 22  Representation Matters training for all teachers  April 23  Whole school community workshop and reflection  To improve PSHE teaching around prejudice and bullying  To improve training for staff in how to handle incidents of racist bullying and support victims – *this will be enacted as soon as possible.*  Oct 23  Anti-bullying week  To improve training for staff in how to handle incidents of racist bullying and support victims – *this will be enacted as soon as possible.*  Mel Lane workshop for pupils Oct 23  March 24  Series of Diversity incorporating prejudice assemblies X 2 times week. Resources shared with teaching staff. | MB  All teachers | The number of prejudice-related incidents of racist bullying will decrease | To be reviewed in the Spring and Summer terms 2024 |
| **Celebrating diversity** | | | | | |
| **Identified concern** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| Our curriculum, texts and resources do not always reflect gender and family group diversity | To ensure that our broad and rich curriculum celebrates the diversity that exists within our community and fosters a strong sense of belonging for all | Sep 21  DEI Leadership course for Lead Facilitator  Establish MAT Diversity Group ongoing  Summer 22  Whole staff training / workshops / assemblies - gender and family group diversity  Introduce adapted uniform policy  Sep 22  Audit of current resources / curriculum design, purchase of new texts that reflect gender and family group diversity  Audit / updating of staff and pupil policies  Jan 23  Celebration of ‘Family Identity’  April 23  Whole school community workshop on ‘Identity’ and ‘Belonging’  Sep 23  Audit of school environment - follow up from workshop | Moira Bearwish (Deputy Headteacher) | Our broad and rich curriculum contains a golden thread celebrating gender and family group diversity | Autumn 23 |
| **Facilitating equality in the workplace** | | | | | |
| **Identified concern** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| That we recognise and understand the potential impact of the Menopause on a significant proportion of our staff | To ensure that school policies and procedures reflect the challenges faced by individual groups | Aut 22  Menopause Workshop with Michael Dooley  Introduction of MAT Menopause policy and audit of current practice  Spring 23  Further development of Wellbeing Strategy - ongoing, progress delayed  Summer 23  Staff wellbeing questionnaire / evaluation  Spring 24  Staff wellbeing questionaire/ evaluation  New Wellbeing policy shared and implemented | Rachel Nesbitt (Assistant Headteacher)  Catherine Smith (Headteacher)  Louise Greenham  Head of School | All school policies and procedures take into account the potential impact of the Menopause | Autumn 23 |
| **Enabling representation** | | | | | |
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| The proportion of ethnic minority families in our school has increased over the last two years but the composition of the current governing board does not reflect our increasingly diverse community | To ensure the school’s governing board is representative of the school’s local community | To consider whether the current governing board is able to sufficiently represent the potential needs of all pupils, e.g. in relation to religious observance, dietary needs and uniform, and if not, how this will be rectified – this will be considered in the Spring 2 ‘23 governing board meeting | The chair of governors and full governing board | The school’s governing board will be able to account for the potential needs of all pupils and families when making decisions | To be reviewed in the governing board meeting at the end of the Summer term |
| Not all of our pupils recognise themselves in the stories, themes and resources that support our curriculum | To ensure that our curriculum design reflects the multicultural nature of British society and the significant achievements of both men and women | Sep 22  Science / Humanities sweep.    Jan 23  Adaptation of science curriculum content / building of representative Science Capital  Summer 23  Audit of curriculum provision across all phases including humanities and the Arts  Autumn 23  Subject leader evaluation and development to include subject specific representation  Reading lead to review library books with diversity focus from new funding | Moira Bearwish / Ellie Hardisty (Deputy Headteachers) | All groups are represented through enriched curricular content | Spring and Summer 2024 |
| **Supporting inclusion** | | | | | |
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| Some groups with protected characteristics are not accessing extra-curricular provision | To maintain and evaluate records of engagement in extra-curricular activities by gender, ethnicity, age and disability | Sep 21  Clubs designed and targeted to meet the needs of identified groups.  Sep 22  Token fee charged for groups to support the staffing of clubs.  Sep 22  ‘Priority’ children identified. List shared with all teachers. Priority spaces allocated on a ‘block’ basis following targeted communication with parents.  April 23  Attendance of targeted groups evaluated after each ‘block’.  Autumn term  All groups targeted for clubs across school | Ellie Goodridge - Assistant Headteacher | All children regularly accessing high quality extra-curricular provision  Proportion of children accessing from targeted groups at least equal to overall attendance | Spring and Summer 2023 |
| **Additional equality objectives** | | | | | |
| **Identified concern** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
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