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 22Representation Matters training for all teachersApril 23Whole school community workshop and reflectionTo improve PSHE teaching around prejudice and bullyingTo improve training for staff in how to handle incidents of racist bullying and support victims – *this will be enacted as soon as possible.*Oct 23Anti-bullying weekTo 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 23March 24Series of Diversity incorporating prejudice assemblies X 2 times week. Resources shared with teaching staff.  | MBAll 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 FacilitatorEstablish MAT Diversity Group ongoingSummer 22Whole staff training / workshops / assemblies - gender and family group diversityIntroduce adapted uniform policySep 22Audit of current resources / curriculum design, purchase of new texts that reflect gender and family group diversityAudit / updating of staff and pupil policiesJan 23Celebration of ‘Family Identity’April 23Whole school community workshop on ‘Identity’ and ‘Belonging’Sep 23Audit 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 22Menopause Workshop with Michael DooleyIntroduction of MAT Menopause policy and audit of current practiceSpring 23Further development of Wellbeing Strategy - ongoing, progress delayedSummer 23Staff wellbeing questionnaire / evaluationSpring 24 Staff wellbeing questionaire/ evaluationNew Wellbeing policy shared and implemented | Rachel Nesbitt (Assistant Headteacher)Catherine Smith (Headteacher)Louise GreenhamHead of School | All school policies and procedures take into account the potential impact of the Menopause | Autumn 23 |
| **Enabling representation** |
| **Identified concern** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| 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 22Science / Humanities sweep. Jan 23Adaptation of science curriculum content / building of representative Science CapitalSummer 23Audit of curriculum provision across all phases including humanities and the ArtsAutumn 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** |
| **Identified concern** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| 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 21Clubs designed and targeted to meet the needs of identified groups. Sep 22Token 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 23Attendance of targeted groups evaluated after each ‘block’.Autumn termAll groups targeted for clubs across school  | Ellie Goodridge - Assistant Headteacher | All children regularly accessing high quality extra-curricular provisionProportion 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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