

## Action Plan for Equality – Village Infants April 2020 - 2022

The school has worked successfully over the years to ensure that it complies with the 2010 Equality Act and feels confident that the school is a respectful and harmonious setting for pupils, staff, parents and visitors.

We continue to be mindful of the objectives bullet pointed below and protected categories from the 2010 act whilst working on the specific aims stated in the plan below:

- Establish effective systems to communicate the school's equality duties
- Ensure all pupils make progress including vulnerable groups and individuals
- There are sufficient opportunities within the school's curriculum to address equalities issues
- Ensure that disabled pupils are fully represented
- The school environment promotes diversity
- All pupils are encouraged to make a positive contribution to the life of the community
- Respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment

Objective	Action	How will the impact of the action be monitored?	Who	Timeframe	Early success indicators
<b>Cultural Diversity ...</b> celebrating commonalities and differences	<ul style="list-style-type: none"> <li>• <b>Diversity Week:</b> <ul style="list-style-type: none"> <li>- Food tasting – dishes cooked by parents</li> <li>- African Drumming and Dance Workshops</li> <li>- School Folder of family traditions and festivals</li> <li>- National dress worn by pupils and staff</li> </ul> </li> <li>• <b>Religious Festivals and Assemblies</b></li> <li>• <b>Cultural Festivals and Assemblies</b></li> <li>• <b>School Values – assemblies etc</b></li> </ul>	<ul style="list-style-type: none"> <li>• Parent engagement and feedback</li> <li>• Pupil engagement and feedback</li> <li>• Staff feedback</li> </ul>	GB SLT All staff	Annual  Ongoing	<ul style="list-style-type: none"> <li>• Community Cohesion</li> <li>• Stakeholder satisfaction</li> </ul>
To promote fundamental <b>British Values</b> as part of <b>SMSC</b> [Social, Moral, Spiritual and Cultural] provision	<ul style="list-style-type: none"> <li>• Review school statement on website</li> <li>• Policies compliant with Statement</li> <li>• Displays to encourage ownership of BV Principles</li> <li>• Pupils learn how to connect values to their daily lives - assemblies</li> <li>• Songs... 'These are the Values of Life' song and link it to the BV Display in hall</li> </ul>	<ul style="list-style-type: none"> <li>• GB – HT reports and website</li> <li>• Records of prejudice and bullying</li> <li>• Teachers planning</li> <li>• Lesson Observations</li> <li>• Learning Walks [SLT &amp; GB]</li> <li>• School Council /pupil voice</li> <li>• Assembly Folder</li> <li>• Parent Questionnaire</li> </ul>	GB HT All staff	On-going	<ul style="list-style-type: none"> <li>• Pupil well-being</li> <li>• Community Cohesion</li> <li>• Stakeholder satisfaction</li> </ul>

Objective	Action	How will the impact of the action be monitored?	Who	Timeframe	Early success indicators
Keep school stakeholders safe from <b>Radicalisation</b>	<ul style="list-style-type: none"> <li>Whole school <b>PREVENT</b> training</li> <li>Annual safeguarding training in line with most recent publication of Keeping Children safe in education</li> <li>Lead and Deputy NSPCC training – every two years</li> </ul>	<ul style="list-style-type: none"> <li>GB – HT Report and visits to school</li> <li>CPOMS records</li> </ul>	GB HT Staff	May 2019 Ongoing	<ul style="list-style-type: none"> <li>Staff awareness</li> <li>Community Cohesion</li> <li>Stakeholder satisfaction</li> <li>Pupil well-being</li> </ul>
All parents to have access to, <b>Governing Board Membership</b>	<ul style="list-style-type: none"> <li>Promote Governor Vacancies with leaflets in accessible formats, and specifically welcoming applications from disabled candidates.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of applications by disability to see if material was effective</li> </ul>	GB SLT	Ongoing	<ul style="list-style-type: none"> <li>Community Cohesion</li> <li>Stakeholder satisfaction</li> </ul>
To ensure gender differences are catered for in the <b>curriculum</b>	<ul style="list-style-type: none"> <li>Provide books/resources to promote gender quality</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>School tracking</li> <li>Pupil progress Mts</li> <li>School Council / Pupil voice</li> </ul>	GB DHT HT	Ongoing	<ul style="list-style-type: none"> <li>Pupil engagement</li> <li>Pupil's work</li> <li>Behaviour tracking</li> <li>Pupil attitudes</li> </ul>
<b>To maintain/equality of access</b> for all stakeholders to school <b>premises</b>	<ul style="list-style-type: none"> <li>School to monitor accessibility through H&amp;S walks [see accessibility plan]</li> </ul>	<ul style="list-style-type: none"> <li>GB</li> <li>SBM</li> </ul>	GB SBM	Ongoing	<ul style="list-style-type: none"> <li>School proactively maintains a site accessible to all</li> </ul>
To monitor and maintain equality of learning environment of classrooms	<ul style="list-style-type: none"> <li>All staff to adapt learning environment to provide equality of access for all pupils as required.</li> <li>Teachers and support staff to assess the needs of their class at the beginning of the academic year and as new pupils arrive or pupil need changes.</li> </ul>	<ul style="list-style-type: none"> <li>GB -</li> <li>SLT – learning walks and lesson observations, pupil progress</li> <li>Pupil feedback</li> <li>Staff feedback</li> </ul>	LA GB SLT	Ongoing	<ul style="list-style-type: none"> <li>Accessibility of resources for all pupils</li> <li>Clarity of vision for pupils in whole class teaching</li> </ul>
To ensure the needs of all pupils including <b>pupils with SEND</b> are met	<ul style="list-style-type: none"> <li>Broad and balanced curriculum - SENDCo and Class teachers adapt planning and learning experiences to personalised need of pupils</li> <li>SENDCo to review provision to accommodate pupils new to school</li> <li>SENDCo to monitor provision at midday</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo reports to GB</li> <li>HT monitoring of pupil progress and planning</li> <li>SEND Policy</li> <li>EHCPs</li> <li>PLPs</li> </ul>	CTs SENDCo HT	Ongoing	<ul style="list-style-type: none"> <li>Pupil well-being and progress</li> <li>Parental satisfaction</li> </ul>

Objective	Action	How will the impact of the action be monitored?	Who	Timeframe	Early success indicators
To ensure equality and diversity regarding pupil exclusion	<ul style="list-style-type: none"> <li>• Pupils with additional needs have appropriate provision</li> <li>• All parents are kept informed of behaviour concerns</li> <li>• Positive handling strategies used by all staff[ pro-actively avoiding confrontation]</li> <li>• Regular inset time to support staff with behaviour management and positive handling</li> </ul>	<ul style="list-style-type: none"> <li>• Positive handling Records</li> <li>• Pupil profiles</li> <li>• HT report to GB</li> </ul>	HT CTs LSAs SENDCo	Ongoing	<ul style="list-style-type: none"> <li>• All pupils are protected from exclusion through pro-active planning and provision</li> <li>• Low Exclusion levels in School</li> </ul>
School Attendance systems support best outcomes for all pupils.	<ul style="list-style-type: none"> <li>• School tracking systems</li> <li>• Parent Panel support meetings</li> <li>• Extra provision for pupils with medical needs</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly attendance analysis</li> <li>• Reports to GB</li> </ul>	SBM OFFICE ASSISTANT	Ongoing	<ul style="list-style-type: none"> <li>• All pupils have good attendance</li> </ul>
Staff are supported through clear HR systems when they are not able to present for work due to ill health	<ul style="list-style-type: none"> <li>• All staff to attend HR information sharing meetings</li> <li>• Staff attendance is monitored</li> <li>• School to arrange supportive meetings for staff who are flagged up by HR and individual targets set</li> </ul>	<ul style="list-style-type: none"> <li>• HT and SBM</li> </ul>	All Staff SBM		<ul style="list-style-type: none"> <li>• Staff well-being</li> <li>• Staff confidence with school systems</li> <li>• Low staff absence</li> </ul>