

SCOTHOLME PRIMARY SCHOOL: Equality Action Plan 2022 - 26

<i>The Equality Duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.</i>				
Equality Strand	Actions that need to be taken	Who by	How	Impact
ALL	Publish and promote the Equality Policy through the school website and school life	SLT Chair of Gov Shine MAT	Question about parents' awareness of Equality Scheme in survey to parents – Summer 23	Staff and parents are aware of the Equality Plan
ALL	Monitor and analyse pupil achievement by race, gender and SEND and act on any trends or patterns in the data that require additional support for pupils	SLT Class teachers	Achievement data analysed by ethnicity, gender and SEND Analysis of trends Action planning	Analysis of teacher assessments demonstrates the gap is narrowing for equality groups
ALL	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. Focus on diversity	SLT Class teachers TAs	Increase in pupils' participation, confidence and achievement levels Aspiration education – career pathways with diverse role models	Notable increase in participation and confidence of targeted groups.
ALL	Ensure displays in classrooms and corridors and resources used promote diversity in terms of race, gender and ethnicity.	Class teachers	Increase in pupil participation, confidence and positive identify – monitor through PSHE Class discussions and debates	Diversity reflected in school displays across all year groups.

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ALL	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, e.g. through involvement in Active Citizens, class assemblies, fund raising, sports teams, music performances, exhibitions etc.	Class teachers SLT	Representation monitored by race, gender and disability.	Everyone is represented as a member of the school community
ALL	To promote understanding and tolerance between all groups in school and society	SLT Class teachers All staff	Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community. Encourage children to speak about their opinions and beliefs - Advocacy Use Zones of Regulation as a tool for developing positive behaviour, Personal Development curriculum PSHE lessons Assemblies	Children will understand the diversity of society in Britain and British Values. They will be respectful and tolerant of others.

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ALL	To narrow the gap between the progress made by 'all' children and that made by 'groups' of children, such as those eligible for the Pupil Premium.	Class teachers All staff	Quality first teaching Staff professional development High expectations of learning behaviours and attitudes Nurture support SEND support Interventions B Squared Use of Zones of Regulation to support learning behaviour R2i CPS	All children make good or better progress
ALL	Ensure break time provision for all pupils is easily accessible and inclusive	All staff	Appropriate resources which ensure all children can participate A welcoming environment – anyone can play Use of Zones of Regulation to help children to regulate their own behaviour	Breaktimes are calm and purposeful. All children feel as if they belong. Staff enjoy breaktimes.

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<p>RACE EQUALITY</p>	<p>Identify, respond and report racist incidents as outlined in the plan. Report the figures to the Governing Body/Board termly.</p>	<p>SLT LGB</p>	<p>The Head Teacher/Governing Body use the data to assess the impact of the school's response to incidents, i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response. Pupils understand why racism is unacceptable. Y4 E³ project</p>	<p>Teaching staff are aware of and respond to racist incidents. GB require solutions to all incidents</p> <p>Consistent nil reporting is challenged by the Governing Body.</p>
<p>RACE EQUALITY</p>	<p>Race Equality is referred to in the Equality Policy and Plan</p>	<p>HT</p>	<p>Policies are up to date and relevant and agreed annually by governors. All staff are made aware of the policies.</p>	<p>All stakeholders are committed to ensuring equality.</p>

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RACE EQUALITY	All staff are trained in meeting the needs of pupils from diverse backgrounds, including those with EAL and those from asylum seeking backgrounds.	HT Team Leaders Class teachers	Training is given to all staff where appropriate Use of a translation service/tools where required. Liaison with local services to meet the needs of individual parents. Translation tool on Class Dojo	Narrow the gap in levels of attainment between different ethnic groups.
RACE EQUALITY	Pupils and parents from diverse backgrounds are aware of the importance of attending school.	DHT/Attendance Team	Attendance procedures are made clear to all parents. Poor attendance is monitored by the DHT and procedures are followed for those with low attendance. Extended holidays are not authorised. We examine attendance of ethnic groups and investigate programme of action to address less than expected attendance. Use Attend Framework	Raise attendance to national expectations for all groups.

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RACE EQUALITY	All communities, however small feel valued in our school.	SLT Class teachers Office staff All staff	School events involve communities. Visitors from all communities are welcomed. Scotholme Primary pupils visit other schools to develop the Shine family. Reception staff meet and greet all visitors in a friendly, supportive manner	All communities have the opportunity to become involved with their children's education.
RACE EQUALITY	To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school and wider community	Class teachers All staff	Continue to develop a caring, tolerant and understanding community PSHE Assemblies Forge a relationship with pupils at partner schools and share in their different ways of life	Children will be able to talk about similarities and differences between groups of people. They will be respectful towards the culture and way of life of others
GENDER EQUALITY	Monitor extended school provision and in hours sports opportunities to ensure girls engage as well as boys. There is currently a trend of less girls participating in sport.	Staff learning PE initiatives	Increase the participation of girls in sports clubs and out of school sports activities Highlight community opportunities	More girls take up after school sports clubs.

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GENDER EQUALITY	Monitor relationships between boys and girls and develop strategies to challenge where appropriate.	Class teachers	PSHE lessons. Seek views and opinions of children as part of safeguarding audit Y5 Relationships project Assemblies Picture News/First News	Relationships between boys and girls develop within the school.
GENDER EQUALITY	Reflect positive role models within the school, both male and female.	SLT Class teachers All staff	Ensure role models are part of lessons, resources and displays.	Pupils' awareness of role models from both genders increases.
DISABILITY EQUALITY	Welcome applications for vacancies from disabled candidates	HT SLT LGB	Adapt interview procedures to support the needs of all candidates	More applications from disabled candidates are received
DISABILITY EQUALITY	Ensure that school is accessible for children/parents/staff with disabilities	LGB SBM/ Site team	The school environment is regularly monitored, and adjustments made where required.	School is more accessible for people with disabilities.

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DISABILITY EQUALITY	Ensure that the curriculum is accessible to all pupils	SLT Teachers TAs	Ensure amended resources are used to meet the needs of all pupils Use specialist equipment where required	The curriculum is accessible to all pupils regardless of disability
COMMUNITY COHESION	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities, e.g. Diwali, Eid and Christmas	All staff Class Teachers	Assemblies, visits to places of worship Work with partner school to share celebrations to include sharing of food and cultural comparisons Exploration of a more rural community – F2/Y2/Y4 visits Understand the sense of community created by different religions and how this fosters community cohesion RE curriculum focus - Communities	Increased awareness of different communities shown throughout the school and the wider community

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PREGNANCY	Risk assess all relevant activities including return to work to ensure staff are safe and promote wellbeing for pregnant staff	HT SBM	Monitor ability to cope with the challenges of the role and adapt as necessary Monitor the environment to ensure safety at all times Ensure staff on maternity leave are able to receive access to the same opportunities as staff in school Ensure a suitable programme to support return to work is in place Promote and encourage Keeping In Touch days	Pregnant staff are able to carry out their role safely and with a positive sense of well-being. Pregnant staff are not disadvantaged. Pregnant staff are able to return to work in an effective manner
PREGNANCY	Ensure a package of support is available to pregnant staff who suffer miscarriage/still birth	HT LGB	Use of EAP Return to work plan to meet the needs of the individual in conjunction with HR policy Contact at school is assigned	In a non-viable pregnancy situation, staff are treated with kindness, compassion and understanding. Their return to work is supported.
SEXUAL ORIENTATION	Children, young people, parents and staff treat each other with respect and understanding regardless of their sexual orientation	All staff LGB	PSHE curriculum Nurture groups EAP Staff professional development Strong relationships with parents Staff Code of Conduct Wellbeing Group (WAGS)	Everyone in the school community is treated with respect and understanding regardless of their sexual orientation.

