



Single Equalities Scheme Objectives 2022 – 2026

1. To ensure that our curriculum resources appropriately reflect the diverse society in which we live.					
Tasks	Success criteria	Success to date	Success to date	Success to date	Success to date
		May 2022	May 2023	May 2024	May 2025
<ul style="list-style-type: none"> • Subject leaders to be confident in articulating how diversity is threaded through their subject area. • Provide enrichment opportunities to celebrate national and locally culturally significant events, special days, holidays that link to the curriculum being taught 	<p>Pupils are increasingly aware of the diversity of the country that they live in.</p> <p>Pupils are aware of the importance of inclusive behaviours and the feelings linked to belonging.</p>	<p>Enrichment activities completed by all year groups.</p>	<p>Subject leaders complete diversity objectives which encompass RE, PSHE, British values and the proud to belong.</p> <p>Weekly assemblies linked to the British values, protected</p>		

<ul style="list-style-type: none"> Ensure assembly calendar reflects multi-faith and multi-cultural celebrations 		<p>Planned assemblies to explore and celebrate different cultures and world events.</p>	<p>characteristics, UN rights of the child. This also links to PSHE and whole school events such as the dance festival. The RE lead implements celebrating all events.</p> <p>Planned assemblies to explore and celebrate different cultures and world events.</p>		
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2.To produce and implement a Mental health and Well Being Strategy					
Tasks	Success criteria	Success to date May 2022	Success to date May 2023	Success to date May 2024	Success to date May 2025
<ul style="list-style-type: none"> Develop a whole-school approach to support mental health and wellbeing to 	<p>Children actively engaged in activities to</p>	<p>Increased volume of extra-curricular activities offered</p>	<p>Assemblies</p>		

<p>encompass both staff and children.</p> <ul style="list-style-type: none"> Promote 'breadth and balance' in the wider school curriculum, including using RSHE and other strategies to support social and emotional skills and broader mental health and wellbeing. Support the needs of particular groups or individual children/young people and their families, including pupils facing greater disadvantage who have special educational needs and/or disabilities (SEND), looked after children, those with medical needs and those with mental health needs. Effectively manage risks such as bullying and 'discriminatory and prejudicial behaviour'. 	<p>promote health and wellbeing.</p> <p>Improved staff morale, reduction in sickness rate related to stress and similar.</p> <p>Reduction in volume of referrals to external agency support as a result of in-house support generically available.</p> <p>Reduction in number of incidences linked to 'discriminatory and prejudicial behaviour'</p> <p>Schedule Children's & Adults Mental Health Weeks</p>	<p>DSL will complete DfE funder Mental Health and Wellbeing Leadership training in June 22</p> <p>Adults planned for 2022 and Children's for Feb23</p>	<p>Purchased SCARF</p> <p>Mental health support workers</p> <p>Wellbeing garden in planning</p> <p>6 strands curriculum</p> <p>SCARF for children and reduced workload for staff.</p> <p>EAP referral programme for staff.</p> <p>Introduced ELSA</p> <p>Forest school session</p> <p>In school activities</p>		
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			<p>resumed inviting parents into school</p> <p>Inclusion team working with parents</p> <p>Language toolkit introduced</p>		
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3. Ensure staff have appropriate knowledge and training about good equalities practice to explore diversity, inclusion and belonging and how we support and encourage this.					
Tasks	Success criteria	Success to date May 2022	Success to date May 2023	Success to date May 2024	Success to date May 2025
<ul style="list-style-type: none"> Provide CPD access to all staff to enable them to explore diversity, inclusion and belonging. Signpost opportunities for curriculum specific training for subject leaders and give time to embed new learning. 	<p>Staff have completed all required training and report that they feel increasingly confident in addressing matters relating to diversity, inclusion and belonging.</p> <p>Inclusive language being used more</p>	<p>All staff have access to CPD from HIAS</p> <p>Senior Leaders are part of the Steering Group for Equality & Diversion</p>	<p>Conference booked for June 23 and debrief to all staff</p> <p>Weekly rota to disseminate training</p>		

<ul style="list-style-type: none"> Facilitate opportunities via staff meeting for key learning to be disseminated. Senior Leaders to attend training on Creating a Culturally Inclusive Community in School. Ensure that staff are equipped with appropriate resources to better address matters relating to diversity, inclusion and belonging. Ensure positive promotion of inclusivity messages to ensure all children feel confident to speak out/stay safe e.g. LGBTQ+ 	<p>commonly as a result of conscious inclusive thought.</p> <p>All new staff have access to CPD relating to diversity, inclusion and belonging as part of their induction.</p> <p>All staff to access RADE (Rights, Diversity & Social Justice Education Team)</p>		<p>Staff HIAS</p> <p>Part of steering group</p> <p>Covered in handbook and directed to policies</p> <p>Focus on protected characteristics in assemblies and PSHE</p>		
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4. Continue to ensure that all children achieve the best possible outcomes.					
Tasks	Success criteria	Success to date May 2022	Success to date May 2023	Success to date May 2024	Success to date May 2025
<ul style="list-style-type: none"> Ensure vision for high quality teaching and learning. 	<p>Pupil achievement and progress remains broadly in line or above</p>	<p>Pupil progress meetings completed at end</p>	<p>Staff training, performance management and</p>		

<ul style="list-style-type: none"> • Ensure that staff foster high standards of the basics such as ; good attendance, punctuality and behaviour for learning as a pre-cursor to achievement. • Continued effective use of resources (including the pupil premium) to ensure any identified gaps are closing over time. • Continued effective use of targeted support and interventions to address individual needs. 	<p>national averages for all pupils.</p> <p>The analysis of pupil group data does not identify significant variation in results.</p> <p>School attendance data does not identify significant variation in results.</p>	<p>of term and used to inform bespoke interventions.</p> <p>1:1 tuition offered</p> <p>Engagement with Education Welfare for families at risk of becoming persistently absent.</p> <p>Total Communications delivered to support non-verbal pupils where required.</p>	<p>governors monitoring</p> <p>Attendance lead meets LA to identify and support families area to improve- SEN and pupil premium</p> <p>Training of all staff</p> <p>Planned pupil progress for intervention and tutoring. Bespoke learning monitored by pupil premium lead. Support staff working with identified need.</p>		
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