

St Mary and All Saints CE Primary School

Equality and Diversity Action Plan 2023/2024

Equality strands: Race, Disability, Religion or belief, Age, sexual orientation, Marriage and civil partnership, Pregnancy and maternity, Gender

Equality strand	Target	Action	Responsibility	Timescale	Impact
All	Eliminating discrimination, promoting equality and celebrating diversity	<ul style="list-style-type: none"> Publish and promote the equality policy through the school website, school newsletters and staff meetings. Celebrate diversity/equality through assemblies, awards and curriculum Celebrate achievement Promote positive attitudes towards people of different ethnic groups Involve parents, pupils and staff Promote High expectations Communicate behaviour expectations All Stakeholders to have access to the equality plan Stakeholders to have opportunities to review the evaluate the plan and to set future targets Cultivate links with other national or international schools and organisations (Malawi) 	Governing Body Head Teacher SLT All staff	From April 2023 - ongoing	<p>The school and wider community are aware of and actively support our Equality plan.</p> <p>Displays reveal and celebrate the diverse world we live in.</p> <p>All pupils and families feel part of SMAS family and know they are valued</p> <p>SMAS is a harmonious environment</p> <p>All stakeholders are committed to ensuring equality</p> <p>Improved links with national and international schools allows SMAS children direct experience of other cultures / demographics</p>
Race, Disability, Religion or belief, sexual orientation, Gender	Preventing and dealing effectively with bullying and harassment	<ul style="list-style-type: none"> Communicate to pupils, parents and staff that there is zero tolerance to all forms of bullying. Ensure that all incidents are reported and addressed quickly and effectively. Record, analyse and report bullying of race, gender, disability, on the ANT 	Governing Body Head Teacher SLT All staff PSHE Lead	Ongoing	<p>Incidents of bullying/harassment are rare.</p> <p>Clear systems and procedures are in place for</p>

	Recognising that some groups are more vulnerable to bullying	<p>System. Report figures to the Governing Body termly and Local Authority annually.</p> <ul style="list-style-type: none"> All Stakeholders to familiarise themselves with the school Anti-Bullying Policy and make sure is implemented where necessary Prevent and continue to respond to any discriminatory incidents and prejudiced based bullying 			<p>monitoring and addressing these incidents.</p> <p>All incidents are dealt with in a timely fashion.</p> <p>Parents' questionnaire and feedback shows that the school deals effectively with bullying. Students feel safer as they know incidents are dealt with effectively.</p> <p>Governors question consistent nil reporting.</p>
All	Listening to pupils, staff, parents and others	<ul style="list-style-type: none"> Listen to the student voice Seek staff views and concerns Seek the view of parents Identify areas in which the school need to operate differently to capture all the view it needs 	Governing Body Head Teacher SLT All staff	Annually	<p>Pupil questionnaires are used effectively to inform school decisions.</p> <p>Parent questionnaire and feedback shows that they feel listened to and our part of the SMAS community</p>
Race, Disability, Religion or belief, Age, sexual orientation, Gender	Developing the Curriculum	<ul style="list-style-type: none"> Ensure all subject areas reflect cultural diversity and respect for others Use PSHE/RE/Citizenship as models for best practice in developing inclusion in the curriculum Make use of multi-cultural resources to ensure that all pupils enhance their understanding of different religions and cultures Ensure that curriculum displays and enrichment activities promote role 	Governing Body Curriculum committee Head Teacher Curriculum lead All staff PSHE Lead	Review annually	<p>Children demonstrate respect for others irrespective of race, gender or origin.</p> <p>Children recognise and celebrate the similarities and differences between each other.</p>

		<p>models and heroes that young people positively identify with and ensure these reflect diversity in terms of race, gender, sexuality and disability.</p> <ul style="list-style-type: none"> • Continue to recognise and mark events from other cultures / faiths represented in our school and community • Monitor extended school provision particularly with sport to ensure girls engage as well as boys 			<p>More diversity is reflected in school displays across all year groups</p> <p>Children in these identified groups gain confidence and increase their participation in school life.</p> <p>Children feel their culture is valued and respected and children learn about other faiths and communities.</p> <p>More girls take up after school sports clubs or participate in sporting fixtures</p>
Financial	<p>Equalising opportunities</p> <p>Recognise that some of the groups in this document may be from economically disadvantaged families</p>	<ul style="list-style-type: none"> • Send out regular information explaining how to claim free school meals • Make second hand uniform available for free • Pupils have the opportunity to access a variety of out of school extra curricular activities which are provided free of charge. • Ensure that the school charging policy is appropriate • Monitor the take up of extracurricular opportunities • Make sure parents/children are receiving HAF vouchers to be used in school holidays 	<p>Governing Body Head Teacher SMT All staff including office</p>	Ongoing	<p>Pupils in receipt of pp are undistinguishable from their peers.</p> <p>Families feel supported and know that their concerns will be listened to.</p> <p>The school is pro-active in supporting the needs of its community.</p> <p>All children benefit from extra-curricular opportunities</p>
All	Informing and involving parents.	<ul style="list-style-type: none"> • Offer a range of ways in which parents can communicate with the school and meet with teachers/SMT • Encourage parents to contact the school if their child has particular needs 	<p>Governing Body Head Teacher SMT All staff including office</p>	Ongoing	<p>Parents understand how to contact the school and are happy to do so.</p>

	The school works closely with parents of individuals with specific needs to ensure that an appropriate support plan is put in place	<p>or disabilities. HCP to be put in place where necessary</p> <ul style="list-style-type: none"> • Ensure parents understand how well their child is progressing in school • Explain to parents how they can help their child at home • Encourage parents to join the PTA • Ensure parents and community visitors are aware that the school has disabled facilities (access, toilets, lift etc) via news letters, signage and Parent mail 			<p>Parents are kept informed as to their child's progress and understand how to support them at home.</p> <p>Parents and teachers support the PTA and are able to significantly supplement the school budget.</p> <p>Parents and other prospective visitors are aware of our facilities and are encouraged to visit.</p>
Race, Disability, Religion or belief, sexual orientation, Gender	<p>Welcoming new pupils and helping them settle in.</p> <p>Annually audit new intake regarding EAL to address any new area of diversity</p> <p>Recognise that some children may find school strange, frightening and inaccessible.</p>	<ul style="list-style-type: none"> • Give extra help to pupils that find starting school challenging • Ensure a full handover from previous nursery/school / teacher before or soon after pupil starts school / new year group • Undertake audit • Liaise with Diversity services(if required) • Implement support(if required) • Ensure school uniform policy is clear to parents • Ensure all pupils are given the opportunity to make a positive contribution to the life of the school eg through the involvement in sports teams, school council, assemblies, monitors etc. • Ensure that the content of school meals and eating environments meet the needs of all race and faith groups and those with specific medical needs 	<p>Reception Teachers</p> <p>Class Teachers</p> <p>ELT</p> <p>Headteacher</p> <p>Office staff</p> <p>School meal providers</p>	Ongoing	<p>Pupils new to the school adapt quickly to new routines and expectations and talk positively about their experience.</p> <p>Clear and incisive handovers are held with prior schools / teachers and subsequent schools / teachers.</p> <p>Safeguarding records are shared in a timely and professional manner</p> <p>More diversity is reflected across all school positions of responsibility and sporting teams</p> <p>All children are able to access appropriately prepared school meal provision</p>

Race, disability, Gender	Addressing the full range or learning needs	<ul style="list-style-type: none"> • Ensure the curriculum is relevant • Differentiated lessons • Ensure appropriate teaching styles and classroom organisation • Teaching materials are available in accessible formats • Regular staff training on curriculum development linked to SDP • Marking policy promotes learning for all • Recognise and represent the talents of all pupils and ensure fair and accurate representation of race, gender, sexuality and disabilities • Track pupil progress / achievement by race, gender, disability, PP and PSHE and act on trends and patterns that require additional support for pupils • Specific identified children to be invited to join before school and during lesson time Nurture Groups • Specific identified children to be invited to join ELSA groups during lesson time • Specific identified children for Active interventions before school with LSA's • Specialist equipment and resources to be arranged for children with SEN and Medical Needs 	Class Teachers SLT SENDCo LSAs	Termly - Ongoing	<p>Adaptations are made to materials e.g. modified resources, support staff, room usage etc.</p> <p>Through data analysis, trends will be identified and support will be put in place resulting in a positive impact on achievement and a narrowing of the equality gap.</p> <p>Race, gender and disability are fairly and accurately represented</p> <p>Staff confidently meet the needs of pupils from diverse backgrounds.</p> <p>SMT book scrutiny/lesson observations across all years</p> <p>All members of the school community know and follow the school's Positive Behaviour Policy</p> <p>Children come into school calm, regulated and ready to learn</p> <p>Children are supported with their social, emotional and mental health needs.</p> <p>Children are able to access all areas of the curriculum</p>
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Disability Pregnancy and maternity, Age	Making the school accessible to all	<ul style="list-style-type: none"> • Meet the needs of pupils, staff and others with physical disabilities • Meet the needs of pupils, staff and others with other disabilities • Meet the needs of pupils, staff and others with medical conditions • Staff policies are inclusive • Ensure planned refurbishments in school show due regard to disabled pupils, staff and visitors 	SMT Governors SOM	Ongoing	<p>Disabled toilets available on different levels of the building and in KS1 and KS2</p> <p>Easy access and use of school facilities by disabled pupils, staff and visitors Ramps at all external doors and internal lift available.</p> <p>Wheelchair available for use in school</p> <p>Health care plans with regular meetings and updates with parents</p> <p>First Aid, Paediatric First Aid and Medicine training. Tailored training for children with specific needs i.e Diabetes</p> <p>Risk assessments in place for staff who are pregnant or those who have specific medical needs.</p> <p>Staff report an improved sense of inclusion</p>