

## Single Equality Action Plan 2021-2024

Targets	Strategies/Actions	Timescales	Responsibilities	Success Criteria
<b>General</b>				
All staff and stakeholders are aware of the Single Equality Scheme and 3-year plan and understand their roles and responsibilities	Scheme is introduced to and discussed with staff during staff meeting. Staff identify their part in the scheme's implementation. Teaching staff identify specific opportunities to address equality issues through the curriculum.	Spring Term	HoS SLT All staff	Staff understand their role and implement necessary procedures/actions
To actively promote equality	Audit school resources to ensure they promote positive attitudes and challenge stereotypes. Ensure assemblies and curriculum events raise awareness of stereotypes and promote positive attitudes towards diversity and equality.	Ongoing through each term	HoS SLT Class teachers	School resources promote positive attitudes for all groups and challenge stereotypes. Pupils are able to demonstrate an understanding of equality through discussion, role play and in own play.
To promote equality of opportunity	Audit access to after-school clubs, residential visits. Ensure correct equipment is available in class. Audit access to music tuition	Between year groups and throughout the year	HoS Class teachers  Class teachers SENDCo	All children have opportunities to be involved in all aspects of school life.
To provide opportunities for all pupils to achieve	Monitor planning, teaching, support and interventions. Identify a range of opportunities to support pupils progress for different groups	Continual throughout each term	All teaching staff	Opportunities have been identified to support pupil progress for all groups of children

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	<p>Support and interventions are planned and delivered</p> <p>Monitoring by SLT of children's progress and attainment</p> <p>Assess and analyse data to identify impact</p> <p>Assessment for Learning embedded in lessons</p> <p>Pupil progress meetings</p> <p>Pupil voice - collect</p>			<p>School data shows all groups of children have made progress</p> <p>Pupil voice indicates positive outcomes for children from different groups</p>
To make sure the physical environment of the school has suitable access (where possible and appropriate).	Review premises regularly to ensure maximum access for all groups of pupils, parents and the community.	Annually and on admission of pupils with additional needs.	Facilities Manager Trust Business Manager HoS	Physical environment is accessible and safe.
To monitor and analyse pupil achievement - identifying and addressing trends/patterns for different groups.	Achievement data analysed by group. Additional support/intervention is identified and implemented to support pupil progress.	After termly data trawls	All teachers DHT	Pupil achievement has improved and gaps between groups has reduced
To monitor attendance data - identifying and addressing trends within specific groups.	Collect and collate attendance data relating to different groups Analyse data and identify trends and issues Plan support and intervention	Weekly	DHT Phase leaders All teachers SENDCo	Children whose attendance is below target have been identified, actions put in place and monitored Attendance has improved
Monitor staff recruitment, retention, promotion, disciplinary and grievance procedures.	Data collected to be shared and discussed at governor/trust meetings	Annually	Governing Body/Trust Board	All staff receive equal opportunities regarding employment within the school

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To develop the involvement and participation of parents/carers.	Ensure parents/carers have opportunities to participate in school activities through effective communication and promotion of events. Identify effective/preferred methods of communication.	Ongoing	DHT HoS All staff	School is aware of parents' views about equality of opportunity. Participation by parents has increased.
<b>Race</b>				
Identify, respond to and report racist incidents as outlined in the plan.	Ensure racist incidents are dealt with promptly, in line with school procedures and recorded on a school Racist Incident form. All reports should be given to the head of school to be reviewed and appropriate actions taken.	When it happens	All staff Report racist incidents to HoS	Racist incidents have been dealt with and recorded appropriately. Head Teacher has been made aware of all reported incidents of racism.
All children are aware of procedures to report racist incidents	Assemblies by SLT, through PSHE sessions in class and visits from outside agencies to deliver assemblies and workshops to pupils. Children to be aware of what it means to be racist and what a racist incident is. Promote inclusion, diversity awareness of what constitutes discrimination and harassment.	Consistently throughout each term	HoS SLT Class teachers	Pupil voice indicate that children are aware of what constitutes racist behaviour and know how to report an incident. Incidents have been reported.
All staff are aware of procedures to report a racist incidents	Training needs have been identified and training delivered to all school staff so that they are aware of their role and reporting procedures. Training from outside agencies to be provided where appropriate.	At staff meetings, training events, Friday meetings	All school staff HT	Staff follow Oak Learning Trust procedures and guidelines. Head Teacher has been made aware of all reported incidents of racism.

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<b>Disability</b>				
For all staff to understand what disability under the Equality Act 2010 means.	Staff meeting to share definition of disability according to Equality Act 2010 and identify what this means for pupils in their class. Staff to be aware of the specific needs of all pupils in their class and make appropriate provision.	Autumn term and during new staff induction	SENDCo HoS	Staff understand the meaning of disability according to Equality Act 2010. Staff are aware of pupils with disability in their class and know how to support them.
To raise children's awareness and understanding of disability and to promote understanding and caring for all.	Through school assemblies. Within classroom through activities embedded in the curriculum and specific sessions in PSHE. Special days eg, children in need, Marie Curie Day, sports relief etc	Ongoing	Class teachers Phase leaders/SLT HoS	Children display a kind and caring attitude to children with disabilities. Children are actively involved in fundraising to support others.
To ensure the needs of pupils with disabilities are met.	SEND register and Medical register are updated accordingly. Staff use information about pupil's needs and information from outside agencies to plan for and provide for appropriate support.	Every day	Class teachers SENDCo HoS	Staff understand how to support pupils with specific needs and disabilities and have made appropriate provision.
Support is given to parents/carers with disabilities in order to access the school	Ask parents when joining the school if they have any needs and how best the school can support them. Identify support for specific individuals and families. Identify how best to communicate with them	Ongoing and when required	HoS Business Manager Facilities Manager	Parents/carers access and communication needs have been met.
<b>Gender</b>				
Challenge stereotyping of gender roles in society	Assemblies by SLT Positive role model assemblies	Timetabled into termly assembly rota	Phase leader Class teachers SLT	Children are aware that roles in society are not gender specific

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	<p>Strong women/men role models are celebrated throughout the curriculum.</p> <p>Out of school activities to promote the ideal that anyone can participate regardless of gender</p> <p>Equal opportunities are embedded in the curriculum for boy/girl participation</p> <p>Recognise non binary gender and other non-gender binary conforming individuals and ensure equality of provision and opportunity for non- binary colleagues and pupils.</p> <p>Develop use of non-gendered pronouns in school.</p>	<p>In place - monitored throughout SLT termly monitoring</p> <p>Staff training to develop understanding of non-gender binary conforming classifications</p>	class teachers	<p>Pupil surveys</p> <p>Boys and girls and all non-gender binary conforming individuals are equally engaged in a range of activities - attendance records</p>
Ensure children are aware of unlawful discrimination on the grounds of sex, including domestic violence, bullying and exploitation	<p>Teach with due regard to the prevent duty include themes in PSHE lessons.</p> <p>Assemblies given by outside agencies NSPCC, community police.</p> <p>Support parents through the Early Help process</p>	<p>Termly</p> <p>Reactionary</p> <p>As need arise</p>	<p>SLT</p> <p>Teachers</p> <p>All staff</p> <p>SENDCo</p> <p>HoS</p>	School supports families in the wider community to access help in difficult situations
Adult language to challenge gender stereotypes	<p>Formal and informal staff and pupil conversations show respect for equal gender opportunities.</p> <p>Disrespectful conversations will be challenged.</p>	Consistently throughout each term	All staff	All conversations within school demonstrate respect for equal gender opportunities.
<b>Sexual Orientation</b>				
Promote realistic images of lesbian, gay, bisexual or transgender people and all others within the	Homophobic bullying, language and stereotypes will be challenged within the school through sensitive and appropriate age-related discussion	<p>Staff training to develop understanding of</p> <p>LGBTQIA+</p>	<p>All staff</p> <p>HoS</p> <p>SLT</p> <p>PSHE lead</p>	The trust protects pupils and staff from unlawful discrimination on the grounds of sexual orientation.

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LGBTQIA+ and the contributions they have made to different aspects of the curriculum	All incidents will be recorded and carefully monitored. Assemblies, PSHE and all areas of the curriculum will ensure equal opportunities for LGBTQIA+ individuals across the trust.	classifications and issues		
<b>Community Cohesion</b>				
Children value diversity and see it as a positive thing	Assembly themes are planned and emphasise and teach positive messages regarding race, disability, gender and sexual orientation.	Termly	Phase leaders	Children have a balance of experiences which reflect the diversity of our society
Children value those from different countries (and those that speak different languages)	Continue to achieve international award Use themes/topics/events/fairs to celebrate different cultures, trying different foods, sharing stories, achievements, features of different countries and cultures that unite us.	Annually	International schools lead All staff HoS SLT PSHE Lead	Children can discuss the different features and cultures of different countries
Different faiths, beliefs and diversity are celebrated across the trust.	Opportunities to celebrate significant religious events throughout the RE/PSHE curriculum Assembly themes are planned and events are celebrated Visits and visitors into school are planned to celebrate diversity	Termly	All staff HoS SLT PSHE Lead RE lead	Children can discuss relevant key festivals and practices of different faiths and cultures