

LITTLE THURROCK PRIMARY SCHOOL



Equality, Diversity and Inclusion Action Plan

Signed: *Deoise Hanson* Chair of Governors

Signed: *Can Robert Boyd* Headteacher

Date: September 2024
Next Review: September 2025

Changes since last review

Added in some of the actions from last year.
Refined some of the objectives to take account of progress made last year.

Equality Strand	Action	Link to school equality objectives	How will the impact of the action be monitored	Responsible Person	Timeframe	Progress towards the target.
All	Ensure that the staff and Governing Body are aware of current legislation surrounding diversity and equality and understand the school's responsibility within it	1	Arrange equality and diversity training for all staff and governors.	Headteacher	By the end of the Autumn Term 2024 all staff to have completed diversity training on National College. Governors to complete diversity training.	
All	To ensure that assemblies promote role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, religion, gender, disability and sexual orientation. To ensure that assemblies promote the fact that that discrimination on the basis of: Religious belief, colour, ethnicity, learning difficulty, mental or physical disability, gender, sexual orientation, age or social class is not acceptable	2	By publishing suggested assembly themes. By sampling assemblies.	Headteacher and senior leadership.	Ongoing	Headteacher and SLT regularly discuss assembly themes.

All	<p>To ensure the school's curriculum promote role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</p> <p>To ensure the that the school's curriculum promotes that discrimination on the basis of: Religious belief, colour, ethnicity, learning difficulty, mental or physical disability, gender, sexual orientation, age or social orientation, age or social class is not acceptable.</p> <p>To ensure that the school's curriculum isn't unconsciously biased e.g. by ensuring that displays and materials used in class are representative of a broad spectrum of the population.</p>	2	Through monitoring of the school's curriculum.	Headteacher and senior leadership.	Ongoing	<p>Assembly themes covering diversity, equality and inclusion was introduced last year.</p> <p>No Outsiders programme was launched last year</p>
All	To ensure that pupils are given the opportunity to make a positive contribution to the life of the school e.g. school council, peer mentors, play leaders and sports' leaders.	2	Monitoring of make-up of Junior Governor Board and other representative bodies.	Headteacher and senior leadership.	Ongoing	
All	To ensure that pupils and staff advance the cause of equality and inclusivity in the wider community.	3	Participation in Black History Month activities. Participation in Remembrance Sunday activities.	Headteacher, SLT and Junior Governor Lead		School participated in all of these events in 2023-4.

			Participation in Holocaust Memorial Day.			
All	To ensure that fundamental British values are promoted and embedded in the curriculum.	2	Children's understanding of fundamental values and the Co-operative values.	Headteacher and senior leadership team.		British Values are displayed in key areas and are regularly discussed through assemblies and also PSHE.
All	To ensure that classroom and corridor displays promote diversity in its broadest sense.	2	Monitoring of school displays.	Art leader		
Race Equality Duty	Continue to identify, respond to and report any racist incidents. Report racist incidents to the governing body and trust. Work proactively with parents and carers to reduce incidences of racism.	3	Reporting of racist incidents to the governing body through the headteacher's report. The number of racist incidents will decrease. Report racist incidents to victim and perpetrators' parent(s)/carer(s)	Headteacher	Ongoing	Racist incidents are reported through the headteacher's report.
Sexual orientation	To identify, respond and report any homophobic incidents. Report homophobic incidents to the governing body and trust. Work proactively with parents and carers to reduce incidences of homophobia or transphobia.	3	Reporting of homophobic incidents to the governing body and trust once a term. The number of homophobic incidents will decrease. Report homophobic and	Headteacher	Ongoing	Homophobic incidents are reported through the headteacher's report.

			transphobic incidents to victim and perpetrators' parent(s)/carer(s)			
All	To identify, respond and report any incidents of discrimination involving protected characteristics. Report incidents to the governing body and trust. Work proactively with parents and carers to reduce incidences of homophobia.	3	Reporting of incidents to the governing body and trust once a term. The number of homophobic and transphobic incidents will decrease. Report homophobic and transphobic incidents to victim and perpetrators' parent(s)/carer(s)			
Sexual Orientation	To challenge and eliminate homophobic and transphobic language and prejudice amongst the school community. Continuation of no outsiders programme. CPSHE lessons linked to different kinds of bullying.	3	PHSE lessons linked to different kinds of bullying.	SLT and PHSE lead.		No Outsiders programme was launched in 2023-24
SEN and disability	To improve the progress of SEND pupils through targeted interventions.	4	SEND pupils will show good progress from their starting points. Make SEND pupils a focus of pupil progress meetings. Continue to be a fully inclusive school.	Headteacher, link governor for SEND and SENCo	Ongoing. Monitored each half-term through SONAR and other programmes.	

EAL	To improve the progress of EAL pupils through targeted interventions.	4	EAL pupils will show good progress from their starting points. Make EAL pupils a focus of pupil progress meetings.	Headteacher and SENCo	Ongoing Monitored each half term through SONAR.	
Disadvantaged pupils	To improve the progress of disadvantaged pupils (Free School Meals, Pupil Premium and Looked after pupils) through targeted interventions.	4	Disadvantaged pupils will show good progress from their starting points. Make disadvantaged pupils a focus of pupil progress meetings.		Ongoing Monitored each half term through SONAR and other programmes.	