

Clifford All Saints Primary School Equality Action Plan 2021-2024



Equality Objectives Action Plan

Objective	Rationale behind focus	Actions	Who by and who involved	Resources required	Impact of actions
To ensure that during strategic and structural changes in school that the voice of all members of the community is heard and valued.	<p>During the initial consultation meeting for academisation- all parents that attended were white British.</p> <p>We reflect on the importance on ensuring the whole school community feel part of decision making process</p>	<p>Organisation of next steps in Academy conversion process is adapted to</p> <p>Seek the views of advisory staff, outside agencies and local schools.</p> <p>Publish and promote the Equality Plan through the school website, newsletter, PDMs for staff & governors' meetings</p>	IEB EHT DHT	Communication plan	<p>All stakeholders feel informed and involved in school's next steps</p> <p>All members of the community feel that their views are valued.</p> <p>The equality plan feels part of the school's ongoing improvement journey.</p>

Progress against objective July 2022

Equality Plan has been presented on the school website and shared with staff and parents to gather their views

Progress against objective July 2023					
Progress against objective July 2024					
To increase parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement	<p>During parental information meetings including phonics- majority of parents attending were White British.</p> <p>Currently a higher % of White British children attend extra-curricular activities</p>	<p>School values- teamwork, perseverance, action and kindness communicated with parents and pupils</p> <p>Put plans in place to ensure that all pupils are able to take part in extracurricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.</p> <p>Increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.</p> <p>Monitor attendance at extra-curricular programmes to ensure representation which reflects the school population in terms of race and gender</p>	EHT DHT SENDCo	<p>Planning time</p> <p>Communication plan</p> <p>PP funding where appropriate</p> <p>monitoring of engagement</p>	<p>The percentage of children involved in extracurricular activities increases and the percentage that have SENDs and are in receipt of PP is monitored</p> <p>More parents attend in person/ virtually or access recordings of meetings and information sessions for parents</p> <p>On the survey in summer, parents know the school values and know how these are developed in school.</p> <p>All children in y4 and Y6 are supported to attend residential trips</p>
Progress against objective July 2022					
Increase in extra-curriculum activities available for all children. Increase in children with PP attending trips including residential. This will be further developed.					
Progress against objective July 2023					
Progress against objective July 2024					
To reduce prejudice and	Research: The Jigsaw	Challenging stereotypes work through the RSHE curriculum	EHT DHT	Curriculum development	We will challenge stereotypes in society and advance equality of opportunity.

<p>increase understanding of equality through direct teaching across the curriculum that supports and promotes the positive advancement of all protected characteristics</p>	<p>Classroom: A Cooperative Strategy for Reducing Prejudice <i>By Elliot Aronson, Ruth Thibodeau</i></p> <p>Work with the Learn Sheffield Race Equity project on representation and challenging white supremacy</p> <p>Parent survey information- November 2020</p> <p>Involvement with Trauma Informed Schools UK project.</p>	<p>Opportunities to share positive role models with the children</p> <p>Curriculum development and linked CPD</p> <p>all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.</p> <p>plan ongoing events to raise awareness of equality and diversity.</p> <p>Ensure that our curriculum and in turn, displays around school corridors & classrooms: promote role models & heroes that our children can positively identify with; reflect our diversity as a school; ensure respect for all others regardless of race, gender and disability</p>	<p>Subject leaders</p>	<p>RSHE and PHSE curriculum</p> <p>Staff development</p>	<p>Our children appreciate, respect & celebrate diversity. They know how we are different & what unites us. All children thrive, aspire & reach their full potential</p> <p>Parents feel confident that our curriculum reduces prejudice and develops an understanding of equality</p> <p>Children have a strong understanding of protected characteristics and the equality act and that when asked, they are able to discuss these.</p> <p>Children are taught about role models who fall into all protected groups through the curriculum. Schools leaders have a developed understanding of the impact of trauma on progress.</p>
<p>Progress against objective July 2022 Sharing of equality plan and objectives. There has been a focus on protected characteristics in assemblies, this is set to continue. H Wood about to complete trauma informed practice diploma which will then be disseminated to all staff. School continue to be involved with the racial equity project through Learn Sheffield.</p> <p>Progress against objective July 2023</p> <p>Progress against objective July 2024</p>					
<p>To narrow the gap in attainment of all disadvantaged</p>	<p>50 % (check) of children who are disadvantaged are BAME but only 30% of the school</p>	<p>Ensure resources directly related to disabled pupil's educational needs as a reasonable adjustment are provided, so they can integrate wholly in all parts of school life.</p>	<p>EHT DHT SENDCo Teaching staff</p>	<p>Inclusion meeting notes and actions</p> <p>Target tracking</p>	<p>Levels of attainment for all pupils raised, with a focus on narrowing the gap for vulnerable learners.</p> <p>Gap narrowed in specific year groups,</p>

<p>pupils and pupils with SENDs</p>	<p>population are BAME</p> <p>Initial analysis of achievement of individual group</p> <p>Research into impact of Trauma on educational attainment.</p> <p>Green Paper- May 2022</p>	<p>Hold termly inclusion meetings with staff & SLT to discuss each child's progress & attainment.</p> <p>Carry out a termly analysis of pupil achievement by gender, race, background & disability.</p> <p>Carry out an annual ASP data analysis with comparisons against national data for different groups of children.</p> <p>Take action on any trends or patterns in the data which require additional support for pupils including whole school action plans for improvement as well as class interventions.</p>		<p>software</p> <p>Trauma informed practice and training in place.</p>	<p>vulnerable groups and subjects (as identified through data analysis), PP and SEND pupils make at least good progress</p> <p>Barriers to learning are addressed proactively</p> <p>Schools leaders have a developed understanding of the impact of trauma on progress.</p>
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Progress against objective July 2022
 Inclusion meetings take place every term and identify progress and attainment of individual groups. Provision maps are put in place to support planning and next steps.

Progress against objective July 2023

Progress against objective July 2024