



William Gilbert Endowed C of E Primary School and Nursery Equality Action Plan 2021-2025

Equality Action Plan 2021 - 2025							
Objective	Action(s)	Led by	Resources	Start date	Review date	Success Criteria	Monitoring Outcomes
Implement a coherently sequenced curriculum to ensure it results in good outcomes for pupils in vulnerable groups, and to review the curriculum considering new performance measures.	<ul style="list-style-type: none"> ✓ Identify opportunities in the curriculum to promote understanding of the protected characteristics e.g. other cultures, other countries, famous people from ethnic minorities, religious festivals, disabilities. ✓ Use PSHE to explore equality within the context of school, the wider community, the UK and the world. ✓ Use assemblies to explore themes around equality and diversity 	HB/SO	Books Videos 3Dimensions scheme	Nov 21	Sept 22 May 23	Children have increased access to lessons and assemblies which recognise and celebrate equality and diversity	<p style="color: green; margin: 0;">June 2022</p> <ul style="list-style-type: none"> ✓ Deliberate and planned RSHE curriculum identifies the protected characteristics. ✓ Subject leaders monitor the range of gender/ethnicity/disabilities of authors, musicians, artists, sports people in their subject. ✓ Weekly safeguarding assemblies (summer term) unpick equality <p style="color: purple; margin: 0;">May 23</p> <p style="color: purple; margin: 0;">Objective and actions reviewed and remain in place.</p>
To further enhance staff awareness and understanding of equality and diversity	<ul style="list-style-type: none"> ✓ Provide specific training for all staff around the themes of equality and diversity. 	HB/SO	Training resources from DDAT Source outside agency to provide further staff training programmes	Nov 21	Sept 22 May 23	All staff have an enhanced understanding of equality and diversity and have the confidence to deliver key lessons	<p style="color: green; margin: 0;">June 2022</p> <ul style="list-style-type: none"> ✓ DSLs attended DDAT training around protected characteristic, British Values and Ofsted 2.11.21 ✓ Staff training 16.11.2021

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Establish an effective Early Help Offer which enables William Gilbert to identify and help members of the school community, so all of our children, parents and staff can flourish.	<ul style="list-style-type: none"> ✓ Learning mentor familiarises themselves with schools Early Help offer. ✓ Engage with DDAT school Early Help review – share findings with staff and implement any additional training based on need. ✓ Regularly review and update our Early Help Offer information held on the school website 	HH HB	Guidance for completing a family Early Help assessment	Nov 21	Sept 22 May 23	Identified children and families access support to provide stability at home and in school to enable children to achieve the best possible outcomes from their relative starting points. Pupils are able to access the wider curriculum provided beyond the National Curriculum.	<p>May 23 Objective and actions reviewed and remain in place. Review the Equality Objectives with staff – staff meeting 20.6.23</p> <ul style="list-style-type: none"> ✓ Review the Protected Characteristics <p>June 2022</p> <ul style="list-style-type: none"> ✓ Early help offer reviewed and updated. Further information on website – Parenting support page added. ✓ Early help leaflet created and displayed for parents to access in reception area. ✓ Meeting with Penny Parker (LA) 27.4.22 ✓ Meeting with D. Peacock (DDAT) 30.6. 2022 to review early help <p>May 23 Objective and actions reviewed and remain in place.</p> <ul style="list-style-type: none"> ✓ Safeguarding Audit including Early Help with Heather Hogg 18th Jan 23 ✓ Ella Richardson met with Ann

							<p>Aston- Amber Valley Early Help advisor 24th Jan 2023</p> <ul style="list-style-type: none"> ✓ Monthly support and supervision meetings with Pastoral lead around our early help offer
<p>Embed the new, agreed Relationship and Sex Education curriculum so our children, staff and the community know more about positive and equal relationships (including friendships, family relationships and relationships with adults and children).</p>	<ul style="list-style-type: none"> ✓ Curriculum reviews by the PSHE and RSE subject lead ensure pupils learn about positive relationships and the protected characteristics (age and stage appropriate and in line with our policy for RSHE) ✓ Consult with parents on the proposed RSE curriculum across the school, analyse opinions, speak to individuals. Establish a working party of parents if required. Use the findings of the consultation to review/shape our curriculum. ✓ Training for staff as part of the curriculum review and development process. ✓ RSHE lead and SLT conduct a 'Relationships RSHE' audit ✓ SLT regularly seek pupil voice regarding positive relationships and use questions surrounding sexual harassment/violence referenced in the RSHE curriculum ✓ Safeguarding Assemblies develop pupils awareness of safe and happy relationships and how to report incidents (sexual violence, sexual 	<p>HB SO</p>	<p>Purchase 3Dimension scheme and budget for annual renewals</p> <p>SLT time with governor (MS) to support the consultation process.</p>	<p>Sept 21</p>	<p>Sept 22 May 23</p>	<p>3 Dimension scheme supports the implementation of the RSE policy statutory requirements.</p> <p>Parents understand and support the identified curriculum content for each year group.</p> <p>Children have a good understanding and can speak without prejudice about different relationships</p> <p>RSHE audit completed and identified actions implemented.</p> <p>RSHE curriculum references sexual harassment/violence</p>	<p>June 2022</p> <ul style="list-style-type: none"> ✓ Staff training 16.11.2021 ✓ Further parent consultation with regards to RSHE curriculum (results on forms) ✓ RSHE audit with pupils led by SLT and N.Ruggins safeguarding governor. (3.5.22) This also included SH/SV ✓ Weekly safeguarding assemblies for all pupils – schedule of topics planned and outlined for staff <p>May 23</p> <p>Objective and actions reviewed and remain in place.</p>

	<p>harassment, including bullying/cyberbullying)</p> <ul style="list-style-type: none"> ✓ DDAT SSIOs to support a review of the quality of education in the schools RSE curriculum ✓ Action development points from RSE curriculum reviews to improve the curriculum and pupils understanding and awareness. 						
Employ a learning mentor to support the needs of vulnerable children and their families	<ul style="list-style-type: none"> ✓ Consider the needs of the school to shape the job description ✓ Recruit to the role ✓ Provide clear mentorship and induction to the school and the role, working under the direction of the SENCO ✓ Evaluate the effectiveness of the role after 6 months and then 12 months. 	HD ED	<p>Development of school nurture room and office</p> <p>Cost of employing the learning mentor</p>	Feb 22	July 22 May 23	<p>A learning mentor is appointed to the role.</p> <p>Learning mentor successfully supports vulnerable pupils in school to access the learning and achieve good outcomes from their relative starting points.</p> <p>Nurture room established and used for sessions/meetings to support vulnerable pupils and families.</p>	<p>June 2022</p> <ul style="list-style-type: none"> ✓ Job description for learning mentor/pastoral lead created and shared with DDAT for salary grading ahead of advertising and appointing. <p>May 23</p> <p>Objective and actions reviewed and remain in place.</p>