

Please read in conjunction with our Rights Respecting Schools Silver Award action plan .

COOMBE HILL INFANT SCHOOL EQUALITY ACTION PLAN 2021-22				
Aspect of Equality Duty and issue identified	Priority	Actions	Responsibility and timescale	Impact, outcomes - what will success look like
To ensure all children regardless of ethnicity, race, are able to make at least good progress and attainment.				
<b>Race Equality Duty</b>	To ensure all children regardless of ethnicity, race, are able to make at least good progress and expected attainment.	Monitor and analyse data to ensure all pupils are making good progress and gaps are not widening	<b>All staff, Assessment Lead</b> Ongoing Afl to inform QF teaching and interventions - Baseline, Spring and Summer data drops. Internal moderation	All children make at least good progress and expected attainment
	To ensure that all staff and volunteers are treated equally in the recruitment, CPD and promotion process	Safer recruitment training	<b>SLT &amp; Chair of Govs</b> up to date with training - ongoing	Effective recruitment practices in place
		CPD matched to SDP	<b>SLT</b> - ongoing	Effective CPD in place which impacts on outcomes for children and staff development
		Introduce Personal and Professional development to staff	<b>SLT</b> trial implementation Spring term - introduce to staff in Summer term	New and improved system of appraisal in place. Staff feel

				supported and able to develop. Increased well being for all staff.
		SLT coaching training	SLT - Spring 1	All SLT confident in supporting PPD and coaching staff
	To identify, respond and report racist incidents.	Submit reports to AfC and to governors	SLT & Admin - 3 x year	Incidents are reported correctly and number is reduced
<b>Disability Equality Duty</b>	To ensure all children regardless of disability are able to make at least good progress and attainment.	Monitor and analyse data to ensure all pupils are making good progress and gaps are not widening	<b>All staff, Assessment Lead</b> Ongoing AfL to inform QF teaching and interventions - Baseline, Spring and Summer data drops. Internal moderation	All children make at least good progress and expected attainment
		Attend Equality Act & Disability training	<b>JB U SJ - end of Nov 2021</b>	
	To ensure pupils with a disability are actively involved in school activities eg clubs and enrichment activities	Invite pupils with disability to ensure inclusion Ensure all children are able to access all events/activities	<b>INCLO</b> ongoing	All children actively involved in school activities
	To ensure that all staff and volunteers are treated equally	Safer recruitment training Equality policy	<b>HT/DHT</b> ongoing	Effective recruitment, CPD and promotion practices in place

	in the recruitment, CPD and promotion process			
		CPD matched to SDP	<b>SLT</b> ongoing	Effective CPD in place which impacts on outcomes for children and staff development
		Introduce Personal and Professional development	<b>JM/SLT</b> Summer term 21	
		SLT coaching training	<b>External provider</b> Spring 2 2021	
<b>Gender equality</b>	To ensure our school promotes positive gender identity	All staff to attend Challenging Gender Stereotyping training All books, posters and resources reflect positive images of gender Ensure the curriculum reflects positive gender roles and challenges stereotyping	<b>HT/DHT/SLT/All staff</b> Ongoing	All gender stereotypes are challenged and all representations are positive.  Children understand that gender does not hinder life chances
	To ensure all children regardless of gender are able to make at least good progress and attainment.	Monitor and analyse data to ensure all pupils are making good progress and gaps are not widening  Ensure that the data informs planning and gap analysis is used and has impact	<b>All staff, Assessment Lead</b> Ongoing Afl to inform QF teaching and interventions - Baseline, Spring and Summer data drops. Internal moderation	All children make at least good progress and expected attainment

	To continue to create engaging learning opportunities that promote achievement for boys and girls	Ensure all books, publications, posters and resources show positive images of gender and challenge stereotypes Gap analysis of data identifies areas for targeted planning	HT/DHT/SLT ongoing	All children make at least good progress and expected attainment
	To ensure that all staff and volunteers are treated equally in the recruitment, CPD and promotion process	Safer recruitment training All staff aware of protected characteristics Personal and professional development in place (PPD)	HT/SBM ongoing	Effective recruitment, CPD and promotion practices in place Impact is monitored and reported
<b>Community Cohesion</b>	To raise a greater awareness of local, national and community identity.	A rich programme of concerts, assemblies, celebration evenings, international weeks and visitors and visits to enhance and enrich the curriculum and broaden the children's understanding of the local and global community.	All staff ongoing	Rich and diverse menu of enrichment events timetabled each year. All children have an understanding, appreciation and tolerance for the local, national and global community. Children understand that they are citizens of the world.
	To introduce and embed the RRS agenda for staff, children ,parents and governors.	Gain silver RRS award and embed into school culture and move towards Gold Award.	HT/DHT Aut 21	Whole school awareness of RRS agenda  Impact of RRS work is seen in prefect/school council meetings,curriculum

		Ensure training is in place and appropriate time given to develop.		planning, children's work, communications etc.
	Continue to embed British Values and the CHI learning behaviours	British values taught through curriculum and school systems ie.prefects, school council etc. Learning behaviour focus each week	<b>HT/DHT/SLT</b> ongoing	BV embedded in curriculum and school life  All children aware and knowledgeable about the 6 learning behaviours here at CHI
	To continue in our ongoing programme to celebrate diversity in order to increase pupil awareness and understanding of different communities and beliefs.	Diversity embedded into the curriculum, culture of celebration and respect. RRS and reflecting realities books. International focus weeks Parental engagement-cooking, reading etc.	<b>HT/DHT/SLT &amp; all staff</b> Ongoing	Celebration of diversity embedded into the curriculum and school life
	To monitor and promote the involvement of all pupils in the school extra curricular activities.	Monitor attendance records and actively encourage all pupils to attend extra curricular activities	<b>Office manager/SLT</b> - ongoing	All children participate in at least one extra curricular activity
<b>Sexual orientation</b>	To ensure that Relationship and sex education recognises diverse family structures.	Embed RSE curriculum Inform families Staff training	<b>HT/DHT &amp; PSHE coordinator</b> Summer term 21	

		Ensure books reflect diversity in family structures following a class audit		
<b>Religious belief</b>	To ensure RE/PSHE/RSE curriculum engenders tolerance and understanding of different beliefs	Continue to monitor the curriculum and ensure staff are up to date on equality training and research	<b>HT/DHT/SLT</b> ongoing	
<b>Age</b>	To ensure that all staff and volunteers are treated equally in the recruitment, CPD and promotion process	Ensure staff profile is representative of all ages and employment guidelines are followed	<b>HT/Govs</b> Ongoing	