

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

We are a UNICEF Rights Respecting School. Article 2 'The Rights apply to everyone, whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.'

COOMBE HILL INFANT SCHOOL EQUALITY ACTION PLAN 2024-27				
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.				
Disability Equality Duty	To ensure all children, regardless of disability, can make at least good progress and attainment.	Monitor and analyse data to ensure all pupils are making good progress and gaps are not widening	All staff, Assessment Lead, SLT Ongoing assessment and monitoring to inform QF teaching and interventions - Baseline, Spring, and Summer data drops. Internal moderation	All children make at least good progress and expected attainment from their starting points.
	To ensure pupils with SEND are actively involved in school activities, eg, clubs and enrichment activities	Invite pupils with SEND to ensure inclusion Ensure all children can access all events/activities	INCLO/ SENCO SLT Office Manager	All children are actively involved in school activities. An enrichment register is kept for all groups of children. All trips are inclusive
Gender equality	To ensure our school promotes a positive gender identity	All staff to attend Challenging Gender Stereotyping training	HT/AHT/SLT/All staff Ongoing	All gender stereotypes are challenged, and all representations are positive.

		All books, posters, and resources reflect positive images of gender Ensure the curriculum reflects positive gender roles and challenges stereotyping		Children understand that gender does not hinder life chances
	To ensure all children, regardless of gender, can 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 an impact	All staff, Assessment Lead / SLT Ongoing assessment and monitoring to inform QF teaching and interventions - Baseline, Spring, and Summer data drops. Internal moderation	All children make at least good progress and expected attainment from their starting points
Community Cohesion	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	A rich and diverse menu of enrichment events are 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 embed the RRS agenda for staff, children, parents, and governors. To achieve the Gold award.	Gain Gold RRS award and embed it into school culture.	HT/AHT Summer 2026	Whole school awareness of RRS agenda Impact of RRS work is seen in prefect/school council meetings,

				curriculum planning, children's work, communications, etc.
	Continue to embed British Values and the CHI learning behaviours	British values are taught through the curriculum and school systems, i.e, prefects, school council, RRS ambassadors etc. Learning behaviour focus each week	HT/AHT/SLT ongoing	BV embedded in curriculum and school life All children are aware and knowledgeable about the 6 learning behaviours here at CHI
	To continue to embed attachment and trauma informed approaches for staff and the local community. To achieve the platinum Attachment awareness award	Including attachment refresher CPD on our agenda for school staff.	HT SENCO/ INCLO	Whole school awareness of attachment and trauma informed practices - ensure it continues to be on our annual CPD for staff meetings. The impact of work is seen in the relationships staff develop with children and adults.

	To continue our ongoing programme to celebrate diversity in order to increase pupil awareness and understanding of different communities and beliefs.	Diversity is embedded into the curriculum, culture of celebration, and respect. RRS and reflecting realities books. International focus weeks Continue to support our parental diversity group	HT/AHT/SLT/ CHIPTA & all staff Ongoing	Celebration of diversity embedded into the curriculum and school life Thriving community group established. Ensure that this continues.
	PPG pupils - to maintain high standards for all	CPD for staff on QFT, intersectionality and teaching some vs teaching all.	SENCO/ INCLO Headteacher and SLT	PPG children continue to thrive and feel a sense of belonging within the school community Reflect on recent PPG audit - share next steps with staff
Sexual orientation	To ensure that Relationship and Sex education recognises diverse family structures.	Embed RSE curriculum Inform families Staff training Ensure books reflect diversity in family structures following a class audit	HT/AHT & PSHE coordinator	Consulted with parents - implemented new RSE curriculum (we do not teach sex education). RSE curriculum aligns with our PSHE Jigsaw curriculum
Religious belief	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	HT/AHT/SLT ongoing	Clear RE action plan in place.
Age	To ensure that all staff and volunteers are treated equally in	Ensure the staff profile is representative of all ages, and	HT/Govs Ongoing	A staffing audit is produced each year.

	the recruitment, CPD and promotion process	employment guidelines are followed		
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