



Subject Action Plan 2025-2028

Believe and Achieve

"Behind every young child who believes in themselves is an adult who believed first."

At Hindley Junior and Infant school, we strive to create a safe, inclusive and inspiring environment which enables everyone to believe in themselves and achieve their aspirations. We believe that our children need to possess key characteristics if they are to flourish in school and wider society. Opportunities to build upon, teach and celebrate these characteristics are interwoven into all aspects of school life. We endeavour for every child to be **respectful, resilient, honest, determined, confident, cooperative** and **ambitious**.

RAG RATING			
No impact at present	Emerging impact at present		Secured impact at present
Subject: Equality	Subject lead: Kate Grioli	Link Governor: N/A	Date updated: March 2025
<p>Current Situation/starting point:</p> <ul style="list-style-type: none"> • There are various PSHE days ran 5 times a year across the school with links to Equality issues e.g. Black History Month, Anti-Bullying Week, Inclusive sports sessions, Hate Crime workshops • PSHE is taught weekly from Years 1-6 and includes themes such as Being me in my world, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing me. • Updated Equality policy completed in March 2025 • Termly newsletters on Equality given to staff, governors and shared with parents • Constant review of policies and procedures to ensure that we don't discriminate • Adaptions for lessons based on children's religion (current Year 1 child) • Rigorous support for children with SEND • Revised behaviour policies with appropriate place to log concerns (CPOMS) and deal with any discrimination within school <ul style="list-style-type: none"> ▪ Wigan council's Whistle Blowing policy applicable to HJI school for the following: Policies, procedures or practices not being followed; Inadequate induction, training, supervision or my time meetings for staff; The care or treatment of service users; The safety or wellbeing of service users, residents or staff; Unsafe conditions for staff or service users; Inappropriate activity in the workplace; Something which could damage the council's reputation or image; A culture of inappropriate behaviour, including bullying or intimidation <ul style="list-style-type: none"> • Resources (books, displays, children's work) that include diverse images around schools, within lessons and therefore in our curriculum • DT Notable people for whole school using women in STEM and BIPOC. • PSHE monitored with the #hjipshe with links to Equality • SLT open door policy for addressing individual concerns or questions • Designated Equality Lead in school • Visitors have been in school (Kema Kay) to discuss racism with children. • Whole school Stephen Lawrence Day to commemorate his life and death. • Incidents of discrimination based on the 9 protected characteristics are logged on CPOMS and dealt with under new Behaviour Policy. Parents are contacted and support offered. 			
<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • To be an inclusive school that celebrates diversity and champions equality. • To be an anti-racist school / workplace. • To recognise the protected characteristics and take steps to protect from direct and indirect discrimination from these groups. • To promote an ethos of inclusivity, diversity and respect throughout school with all children, staff and visitors. • To review Equality and Diversity issues and policies on a termly basis • To feedback to SLT and governors on a termly basis • For Equality lead to further their knowledge on equality issues and feedback to Headteacher / Governors / Staff as required. 			

Targets	Actions	Timescale	Who?	Monitoring/evidence	Rag rating
1. 1. Provide training for all staff and governors on equality and diversity.	<ul style="list-style-type: none"> • Provide specific INSET/staff CPD times to staff on equality training. • Use opportunities as they arise during INSET to provide training on equality and diversity • Provide Governor training through termly newsletters • All staff and governors aware of legislation and responsibilities of all stakeholders. • All staff aware of HJI objectives focus. 	2025-2029	Equality Lead (KG) Headteacher (AM) Chair of governors (GD) HJI staff	2025 Equality newsletter on Gender written and distributed March 2025. This was based on a child asking to be referred to as they/them in Jan 2025. Policy on Equality updated March 2025 with new links on HJI school website.	
2. Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.	<ul style="list-style-type: none"> • Pupil Premium pupils closely tracked and monitored throughout school: discussed at Pupil progress meetings. • Plan and deliver interventions to address gaps in learning as identified through on-going assessment. • All staff receive CPD regarding quality first teaching. • Promote a 'no excuse' culture: high standard for all. NB: See Pupil Premium strategy for further details.	2025-2029	Headteacher (AM) SENDCO (DE) Teachers Support staff	2025 Bottom 20% ongoing, whole school focus. Provision mapped out for each term by each class teacher. QFT strategies implemented throughout school as standard practise. HJI OAIP document created Feb 2025 and used by staff to support children on SEND register, those with Pupil Action Plans and children in bottom 20% Pupil progress meetings held 3 times a year with class teacher and Headteacher to address attainment, target set and action extra support. Dyslexia friendly schools strategies utilised to benefit all pupils (with additional benefit to some bottom 20% children)	
3. To continue to improve provision for pupils for whom have special educational needs and disabilities.	<ul style="list-style-type: none"> • Pupil Premium pupils closely tracked and monitored throughout school: discussed at Pupil progress meetings. • Plan and deliver interventions to address gaps in learning as identified through on-going assessment. • All staff receive CPD regarding quality first teaching. • Promote a 'no excuse' culture: high standard for all. NB: See Pupil Premium strategy for further details.	2025-2029	Headteacher SENDCO Teachers All other staff	2025 Chn with SEND regularly monitored through classroom observations, pupil voice, PAPs, Provision mapping. Targets put into place for SEND children within classroom environment by class teacher (supported by SENDCO) with regard to interventions, additional classroom support etc. SEND files managed by class teachers with documents from other professionals involved (also on CPOMS as digital logs) HJIOAIP document produced early 2025 by SENDCO and disseminated to class teachers to be utilised throughout classroom for all learners but particularly those with SEND. QFT strategies used as standard throughout classrooms inc. over learning, bespoke word mats, coloured overlays, different coloured prints, tasks given to specific children that focus on a specific area of need.	

				Adaptive teaching strategies for each Foundation subject and posted to website Feb 2025.	
4. To actively promote the understanding and value of diversity within school and the wider community.	<ul style="list-style-type: none"> Identify opportunities in the curriculum to look at other cultures/countries, study people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Encourage children/ school population to share and celebrate their own differences. Use events like World Cup, Olympics, Black History Month, VE Day etc. as opportunities to explore a range of cultures and beliefs. Class teachers take time to reflect on 'world news' to actively promote respect and differences. To supplement PSHE curriculum, have PSHE days to actively address equality issues: anti-racism, Pride month etc. 		<p>Headteacher</p> <p>All teaching staff inc curriculum leads (e.g. RE)</p> <p>Link governors</p> <p>Learning Mentor</p>	<p>2025</p> <p>Islam workshops for all school in March 2025</p> <p>School assemblies have celebrated Chinese New Year, Ramadan, Eid, Christmas etc.</p> <p>Whole school visits to church around Christmas and Easter with provisions made for children who were unable to attend due to religious reasons.</p> <p>Curriculum in Art and DT covering BIPOC and women in STEM.</p> <p>PSHE days rolled out 5 times a year for whole school that link with British Values.</p> <p>Age appropriate news programmes shown to children to reflect on world wide issues e.g. Ukraine war.</p>	

Evaluation and Outcomes

End of year review 2024-2025

End of year review 2025-2026

End of year review 2026-2027

End of year review 2027-2028