

# Equality Action Plan 2020-23



## *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.**

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data, other evidence and knowledge of our school population. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Aim	Action(s) to be taken	Personnel	Timescale	Desired outcomes	Review & Impact
Provide training for all staff and governors on equality and diversity.	<ul style="list-style-type: none"> <li>• Provide specific INSET/staff CPD times to staff on equality training.</li> <li>• Use opportunities as they arise during INSET to provide training on equality and diversity</li> <li>• Provide Governor training</li> </ul>	KR/KG to lead  All staff and governors.	Spring 2022	<ul style="list-style-type: none"> <li>• All staff and governors aware of legislation and responsibilities of all stakeholders.</li> <li>• All staff aware of HJI objectives focus.</li> </ul>	<p><b>Year 1 (2020-21):</b> Equality Lead researched equality training. Training provided for wider school staff on use of promoting images of wider world community (BAME / people with disabilities etc.)</p> <hr/> <p><b>Year 2 (2021-22):</b></p> <hr/> <p><b>Year 3 (2022-23):</b></p>
Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.	<ul style="list-style-type: none"> <li>• Pupil Premium pupils closely tracked and monitored throughout school: discussed at Pupil progress meetings.</li> <li>• Plan and deliver interventions to address gaps in learning as identified through on-going assessment.</li> </ul>	Pupil premium lead (SW)  Pupil Premium Governor (CT)  All staff	Autumn 2020 and ongoing	<ul style="list-style-type: none"> <li>• Increase the number of Pupil Premium pupils working at the expected standard for their age.</li> <li>• Gap narrowed in specific year groups and subjects ( as identified through data analysis and Pupil Progress meetings)</li> </ul>	<p><b>Year 1 (2020-21):</b> <b>Tracked bottom 20% readers</b> Ongoing whole school focus. Target was impacted by Covid-19. See PP strategy for further details. Catch-up curriculum planned and implemented. PP children closely tracked throughout. Provision mapped for start of 2021-2022.</p>

	<ul style="list-style-type: none"> <li>All staff receive CPD regarding quality first teaching.</li> <li>Promote a 'no excuse' culture: high standard for all.</li> </ul> <p>NB: See Pupil Premium strategy for further details.</p>				<p><b>Year 2 (2021-22):</b> New staff for hearing bottom 20% readers.</p> <p><b>Year 3 (2022-23):</b></p>
<p>To continue to improve provision for pupils for whom have special educational needs and disabilities.</p>	<ul style="list-style-type: none"> <li>Qualified and very competent SENDco championing the SEND children.</li> <li>Annual SENDco action plan devised, implemented, monitored and reviewed linked to School Improvement Plan.</li> <li>All staff promote a 'no excuse' culture: high standards for all.</li> <li>All staff receive regular and appropriate CPD regarding SEND provision and quality first teaching.</li> </ul>	<p>SENDCo (AM)</p> <p>All staff</p> <p>External experts (Ed Psych, TESS etc)</p>		<ul style="list-style-type: none"> <li>All SEND pupils receiving at least good quality first teaching.</li> <li>All SEND pupils receiving appropriate individualised support.</li> <li>All SEND pupils making progress: academically and/or socially based on personal targets.</li> </ul>	<p><b>Year 1 (2020-21):</b> All SEND pupils receiving at least good quality first teaching.</p> <p>All SEND pupils receiving appropriate individualised support.</p> <p>All SEND pupils making progress: academically and/or socially based on personal targets.</p> <p>School followed recommendations from professionals, used provision maps, created Pupil Action Plans, arranged 1:1 support, attended SEND progress meetings.</p> <p><b>Year 2 (2021-22):</b></p>

					<b>Year 3 (2022-23):</b>
Actively promote understanding and respect for differences.	<ul style="list-style-type: none"> <li>Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.</li> <li>Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries.</li> <li>Encourage children/school population to share and celebrate their own differences.</li> <li>Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures.</li> <li>Class teachers take time to reflect on 'world news' to actively promote respect and differences.</li> <li>All classes have at least one 'class read' linked to FBV.</li> </ul>	KR/KH All staff		<ul style="list-style-type: none"> <li>Greater understanding and respect for differences.</li> <li>Children ware and empathetic towards issues that other people in school/around the world may be facing.</li> <li>The school ethos and curriculum promotes respect for the differences of the school community.</li> <li>Issues are covered through lessons, assemblies and staff training.</li> </ul>	<p><b>Year 1 (2020-21):</b></p> <p>PSHE (Jigsaw) scheme followed throughout school.</p> <p>PSHE days including Stephen Lawrence Day for whole school.</p> <p>Individual classes taught about Pride/Black Lives Matter.</p> <p>Wider school curriculum includes famous / inspirational people of colour (see D.T curriculum)</p> <p>World Book Day included Little People, Big World books for all children to read. Shared with whole school via Dojo.</p> <p>Children visited the local cenotaph on Remembrance Day.</p> <p>A 2-year, rolling plan for themed PSHE days was developed starting with Stephen Lawrence Day.</p> <p>SLT complied with duty of care for BAME children, families and staff during pandemic.</p>

- To supplement PSHE curriculum, have PSHE days to actively address equality issues: anti-racism etc.

**Year 2 (2021-22):**

**Year 3 (2022-23):**