

APPENDIX TWO (a) EQUALITY ACTION PLAN (including Accessibility Plan) 2021-24

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames
<p>Eliminate discrimination, harassment and victimisation</p>	<p>Ensuring that incidents of bullying and harassment (including sexual harassment) are appropriately dealt with according to Behaviour Policy.</p>	<p>Record any incidents of harassment (including sexual harassment) and bullying according to the school's Behaviour Policy; an analysis will be made of incidence of red cards in terms of SEN, Gender, PPG and EAL.</p> <p>Pupil, Parent and Staff Reviews (Questionnaire)</p>	<p>Phase and SLT Meeting</p> <p>Report to Curriculum Committee</p> <p>Senior Leadership</p>	<p>Senior Leadership Team & (Deputy) Inclusion Manager</p> <p>Associate Head</p>	<p>Termly</p> <p>Termly</p>
	<p>Ensure that no member of the school community is discriminated on the grounds of any protected characteristic.</p>	<p>Ensure removal of any obstacles by offering places for free and that pupils and parents are targeted and encouraged to participate in events and after school clubs.</p>	<p>Club listings checked termly (Breakfast club/Specialist clubs)</p>	<p>Senior Leadership Team and (Deputy) Inclusion Manager</p>	<p>On going</p>

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	Monitor the engagement of PPG pupils in extra-curricular activities.	This includes free specialist clubs each term		Senior Leadership Team	On going
Advance equality of opportunity between different groups	Narrow the gap in attainment (numbers achieving age expected levels) between children who receive PPG funding and those who do not.	PPG pupils to make accelerated progress and be provided with appropriate interventions	Pupil data analysis of PPG in reading, writing and maths from Year 1 to Year 6	Inclusion Manager/SLT	Termly
	Narrow the gap in attainment (numbers achieving age expected levels) between children who receive a Pupil Premium grant and those who do not.	Specialist teachers and other trained staff (Teaching and Learning Associates/Academic mentors/Teaching Assistants) to deliver high quality targeted interventions to PPG pupils	Pupil data analysis of PPG from nursery to year 6	Inclusion Manager/Deputy Head/SLT	Termly
			Review and report to Governors.	Associate Head	Termly

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	<p>Narrow the gap in attainment (numbers achieving age expected levels) between SEND and non-SEND</p>	<p>Raising Pupil Achievement Meetings. SEND reviews Provision mapping Interventions</p>	<p>Pupil data analysis of SEND from nursery to year 6</p>	<p>Senior Leadership Team/ Inclusion Team/SENCO</p>	<p>On going</p>
	<p>Narrow the gap (numbers achieving age expected levels) between under performing groups and those making good progress.</p>		<p>SDP Reviews</p>	<p>Associate Head/ Executive Head</p>	<p>On going</p>
	<p>Ensure that SEND children can access the curriculum through Quality First teaching and / or planned adaptations</p>	<p>Subject Leads to develop a subject overview which includes accessibility for SEND children.</p>	<p>Curriculum review meetings. SEND data analysis</p>	<p>Curriculum Lead and subject leads Inclusion Manager/SENCO</p>	<p>On going</p>
	<p>Ensure that recruitment of staff takes into account the diversity of the community served.</p>	<p>Monitoring of ethnicity, disability and gender with regards to recruitment, training and promotion.</p>	<p>Pupil consultation , assemblies and School council</p>		<p>Termly</p>

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	<p>Ensure fair use of the playground, equipment and participation by all children.</p> <p>Staff Training that highlights and addresses issues of inequalities</p>	<p>Monitoring visits by SLT to playground to view participation. Training of staff</p> <p>Data analysis Staff Meetings.</p> <p>Unconscious bias training for all staff</p> <p>Supported in cohort analysis.</p>	SDP Reviews		
Foster good relations between different groups	<p>Raising Awareness of the Single Equalities Policy</p> <p>To continue to host and attend events which promote and celebrate difference and diversity in community</p>	<p>Publish policy on updated school website, Staff briefing and assemblies.</p> <p>Coordination and planning of whole school events e.g. International Evening, Dance and Drumming shows</p>	<p>Governing Body</p> <p>Parent Review surveys</p>	<p>Governor for Equality</p> <p>Inclusion Team</p>	<p>Yearly</p> <p>On going</p>
Accessibility - premises	To ensure that, as far as possible, the physical environment is accessible to all users.	Review accessibility arrangements for pupils, parents, staff and users in the building.	SDP review	Associate Head and Executive Head	On going

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		<p>Repositioning of classes to accommodate need of disabled pupils where necessary and planned and implemented arrangement of furniture/equipment to support the learning process of all individuals.</p> <p>Improve and maintain signage around school including clear visuals.</p>		<p>Premises Manager</p> <p>Class teachers and Inclusion Team</p>	
Curriculum	Develop a curriculum that is representative and relevant to the school community and wider community in Hackney	<p>Remove Black History Month from our special weeks and make a commitment to ensuring that Black History is taught all year round and woven throughout the curriculum.</p> <p>Change the English curriculum and Foundation subjects to</p>	<p>Analyse units of work</p> <p>Assess impact of changes made</p>	Associate Head and Curriculum lead	On going

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	Increase access to the curriculum for pupils with a disability.	<p>ensure these objectives are met.</p> <p>Training (including medical) to enable relevant staff to use and support use of specific resources to ensure all pupils are able to access the curriculum.</p> <p>Continue to seek advice and support from specialist teachers (e.g. Teacher for Deaf children and Sight Impaired children) to improve access.</p>	CPD audit and review. PM for all staff.	SENCO	

This Equality Plan sets out the Equalities Objectives 2021-2024 and is referenced in our school development plan