

Caedmon Community Primary School Equality Action Plan 2023-2025

Public Sector Equality Duty (PSED)	Equality Objectives	Actions	How will the impact of the action be monitored?	Time Frames	Progress Commentary
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	To provide an inclusive environment within school where all children feel happy, safe and valued.	<p><b>Ensuring that all children feel safe and know that any bullying is dealt with swiftly and effectively</b></p> <ul style="list-style-type: none"> <li>-Anti-bullying week relaunched and to be celebrated</li> <li>- School to produce a comprehensive guide and agreement to support parents in their expectations for how children use social media</li> <li>-School Council used to communicate messages effectively during assemblies</li> <li>-Assembly and PSHE lessons on anti-bullying and feeling safe at least every term</li> <li>-Monitor behaviour incident log (CPOMS) and identify actions to be taken on half termly basis</li> </ul> <p><b>Ensuring that children's views around their safety and well-being are listened to and dealt with swiftly</b></p> <ul style="list-style-type: none"> <li>-Pupil survey results to feed into action plan</li> <li>-School council to take feedback on children's safety and take action where appropriate</li> <li>- Ensure all actions from staff are logged on CPOMS to show how concerns have been dealt with.</li> <li>-Kalmer Counselling to provide children with an advertised drop in session weekly in school</li> <li>-Online safety workshops are visited half termly in school, education for parents regularly delivered (bi-yearly), incorporated into school ICT curriculum</li> </ul>	<p>CPOMS and LRZ Behaviour log Bullying and discriminatory behaviour log Pupil questionnaires</p> <p>PSHE monitoring</p> <p>CPOMS and LRZ monitoring</p> <p>Training programme to be updated</p>	<p>DHT-supported by admin team Termly</p> <p>PSHE Lead-Yearly</p> <p>SENDCo-June 2023</p> <p>HT-June 2023</p>	
Advance equality of opportunity between people who share a protected characteristic and those who do not	All children regardless of SEN need, disability, ethnic group, gender or socio-economic background will make good or outstanding progress through quality first teaching and targeted intervention	<p><b>Ensuring all pupils have access to Quality First Teaching.</b></p> <ul style="list-style-type: none"> <li>-Provide CPD for teaching and support staff through, modelling and team teaching that focuses on differentiation through the use of:</li> <li>-Provide all children with equality of opportunity to ensure that they reach and exceed their potential in all curriculum subjects and the 6r's</li> </ul> <p>Ready, resilient, reflective, responsible, respect, resourcefulness</p> <p>Children provided with the skills needed to take responsibility and feel empowered for their own learning through:</p> <ul style="list-style-type: none"> <li>-Success Criteria, Questioning, high quality resourcing and a curriculum that is entwined in real life opportunities.</li> </ul> <p><b>Ensuring pupils with EHCPs &amp; Action Plans have a personalised learning programme tailored to their individual needs.</b></p>	<p>Lesson Obs, work scrutiny, pupil progress meetings, Learning Walks, Pupil discussions</p> <p>Intervention Logs</p> <p>Pupil Progress Attendance and meetings (SENDCo)</p>	<p>DHT-Ongoing</p> <p>SENDCo-termly</p>	

		<p>-SENCO to provide Support Plans for all children with EHCPs and/or 1:1 support and monitor how these are being utilised in class</p> <p>-SENCO to ensure that all children with additional needs are given targets suitable for their needs/progression. SEN programmes, including child friendly targets, that are worked towards on a daily basis and updated termly on the SEN register.</p> <p>-To ensure that parents are more actively engaged in supporting their pupils by parents and key staff working together to set and review targets, working on child friendly targets at home and through support from professionals.</p> <p>-SENCO to model and support TAs in class to ensure interventions are well matched to the needs and are well scaffolded.</p> <p><b>Ensuring pupils who are working just below expectations make accelerated progress through targeted intervention</b></p> <p>-Identifying children who are falling behind in PP meetings and identifying appropriate intervention and support.</p> <p>-Measuring impact through entry and exit data</p> <p>-Identifying vulnerable children and putting in appropriate support swiftly – eg: teachers, EP, Councillor, etc</p> <p>-Develop specific, needs-based Maths and Literacy interventions which meet the needs of all pupils to be carried out by TAs</p> <p>-Develop specific, needs based programme of training for support staff to ensure that they are confident and skilled at carrying out specific interventions</p> <p>-To share good practice amongst support staff during allocated meeting time. Eg; through modelling, videoing and sharing work</p> <p>-Rigorous monitoring of data which analyses specific groups – SEN (including disability), gender, ethnicity, PP, FSM</p>	<p>All SEN documents and targets to be updated on CPOMs</p> <p>Allow access to TAs and teachers for children in their class CPOMs</p> <p>Leadership Team Members</p>	<p>SENDCo – July 23</p> <p>Leadership Team – July 2023</p>	
<p>Foster good relations between people who share a protected characteristic and those who do not</p>	<p>To ensure that all children feel cared for and looked after by adults and other children within the school</p>	<p><b>Through assemblies, RE and PSHE lessons:</b></p> <p>- Encourage all children to understand and embrace each others' differences</p> <p>-Develop role of older children as mentors/buddies/sports captains – to support younger children, children new to the school, during whole school events – eg Sports Days, Concerts, reading buddies</p> <p><b>Through School Council:</b></p> <p>-Develop role of school council and pupil voice through regular meeting with the HT and class councils.</p>	<p>Work scrutiny Monitoring of planning Website/Facebook posts</p> <p>School Council Minutes</p>	<p>DHT RE Lead PSHE Lead</p> <p>HT- ongoing</p>	
<p>Ensure school commit to a re-evaluation of the Covid impact upon this plan and groups within school</p>	<p>School has a clear understanding of the needs of all children post Covid19 recovery</p>	<p><b>School need to use a range of toolkits and available data to evaluate the impact upon individual children and groups of learners.</b></p>	<p>Data tracking Pupil progress meetings</p>	<p>HT and SENDCo</p> <p>Sept 2023</p>	