

## Equality Action Plan 2021- 23

Target: -After canvassing all stakeholders- To promote an awareness of disability, ethnicity, religious beliefs and gender as part of an Inclusive school.

objective	Action needed	Responsible person	Timescale	Available resources	Success Criteria	Monitoring and evaluation
Eliminate unlawful discrimination and harassment related to the Equality Act 2010	Ensure all Policies reflect good practice to eliminate this	HT	Follow policy review timetable	<a href="http://www.eoc.org.uk/acti-onforchange">www.eoc.org.uk/acti-onforchange</a>  <a href="#">The Key – for school leaders</a>	Good practice show elimination of unlawful discrimination	Observations forms include equality box
	Challenge any signs of prejudice: greater understanding of what prejudice looks like	All staff	on going		All stakeholders discouraged from outward prejudice	Records kept of incidences which are deemed unlawful. Reported to Govs termly in HT report
	Training for all staff on sexual violence and harassment – to raise further issues on harassment – peer to peer, staff to student and staff to staff	RA – inset day	Nov 2021	Andrew Hall Essex Safeguarding board  ECC infolink and EPHA resources	All staff will tackle, challenge and talk about sexual harassment	Record keeping of training attended.  Records kept of incidences which are deemed harassment. Reported to Govs termly in HT report
To explore links with global community	Develop links with supporting a charity overseas through the school council Fundraising to take place	Fundraising co-ord (Larissa)  School council to pick charities each year.	Ongoing  Eg Red Nose Day	Various charity websites.	Curriculum will be enhanced through links with charity & fund raising	Charity established and money raised and sent.

Gender						
Promote equality of opportunity between men and women	Review of staff structure prior to recruitment and pay awards	HT + Govs	On-going	<a href="http://www.eoc.org.uk/acti-onforchange">www.eoc.org.uk/acti-onforchange</a>	Equality of opportunity for staff	Evidence that staff structure is reviewed in light of equality Documented review process
Promote equality of opportunity between boys and girls	Analysis of progress made by all pupils, comparing and contrasting results linked to gender. Gender objective in PSM for teachers.	Teachers SAL	Termly	Tracking grids etc	No significant gender differences. If gender differences apparent action is taken to combat this – eg staff CPD, curriculum review of topics taught	Monitoring attainment and underachievement Learning opportunity observations Formal reviews PSM data and PM review CPD evidence and actions taken from CPD
	Where differences are seen in progress or attainment in gender of certain areas of curriculum look into staff CPD – eg boys writing or girls STEM.	SAL				
Promote equality of opportunity between boys and girls	Analysis of clubs / sport / tournaments attendance by all pupils. Look at the roles (play leading, Y6 roles) undertaken in the school to see if there is a good gender balance	PE lead Clubs lead PE specialist teacher	Termly	Data from clubs and tournaments	No significant gender differences. If gender differences apparent action is taken to combat this	Monitoring attendance in clubs and tournaments
Race						
Promote	Analysis of progress	Teachers	Termly	Tracking grids etc	No significant race	Monitoring attainment

**Commented [SM1]:** @Headteacher - Pear Tree Mead - Staff  
Could we add in CPD about raising standards for boys in writing.

**Commented [HPTMS2R1]:** Thanks - added

**Commented [RS3]:** added

**Commented [RS4R3]:** @Headteacher - Pear Tree Mead - Staff

**Commented [HS5R3]:** thanks

equality of opportunity between children of all races	made by all pupils, comparing and contrasting results linked to race	SAL			differences. If race differences apparent action is taken to combat this	and underachievement Learning opportunity observations Formal reviews PSMs
Raise awareness of Community Cohesion throughout whole school and its stakeholders	<p>Black History month</p> <p>Displays to have global dimension where appropriate</p> <p>Assemblies to be planned linked to CC</p> <p>Invite members of the local and wider community to speak to children either through assemblies or class.</p> <p>RE to look into how the diverse community can support school learning and experiences</p> <p>Curriculum is looked at to see if all races are covered in planning. Ensure this is embedded learning and not surface.</p>	<p>Curriculum lead</p> <p>Displays lead</p> <p>HT</p> <p>HT</p> <p>RE lead</p> <p>Curr Lead</p>	<p>Autumn terms</p> <p>ongoing</p>	<p>SI monitoring</p> <p>Termly implementation forms</p>	Curriculum will have a global dimension that raises children's awareness of the world around them	School Community will have raised awareness of CC
To establish CC links	• To monitor the schools new	Curriculum Lead	Yearly	Monitoring and audit of content at	To monitor the schools new curriculum and	To establish CC links across the school

Commented [RS6]: added

Commented [HS7R6]: thanks

across the school including the school's curriculum	curriculum and current involvement with CC involving all areas – religion, ethnicity and socio-economic in all community areas – school, local, country, global			the end of the academic year	current involvement with CC involving all areas – religion, ethnicity and socio-economic in all community areas – school, local, country, global	including the school's curriculum  Children will be involved in CC and show a greater aware and understanding of other cultures and socio-economic groups through whole school activities and the school's curriculum.
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Commented [RS8]: added

Commented [HS9R8]: thanks

**Religion**

Promote equality of opportunity between different faiths Promote good relations between different religious groups	Understanding of different beliefs: Signposting,  RE planning – to help children understand different religions.	RE/SMSC/PSHE Leader to plan		Purchase of supplementary materials  RE planning	Staff and children show greater awareness of religious beliefs	Planning and work scrutiny
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**Disability**

Promote equality of opportunity between disabled persons and	Ensure all stakeholders are aware of term meant by disability Disability Plan for	SENDCo and Assistant	On-going	Resources to be purchased – if needed  Access to work – for	Staff aware of term. Understand the need to be fully inclusive.	Monitoring attainment and underachievement Interviews with pupils
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other persons	developments in class			support		
Promote positive attitudes to disability				Talks from Harlow Schools Council		
	Take steps to take account of peoples' disabilities: update accessibility plan Risk assessments as needed Work with Access to work if needed for staff	SENDCo	On-going	Appropriate provision for identified pupils  Access To work support if needed	Plan in place to ensure disability is not a disadvantage  Children or staff with disabilities have had risks assessed to make sure that they are safe at school	Review meetings Progress charts Monitor risks as needed.
	Encourage participation by people with a disability  Monitor uptake of children with additional needs across school activities, eg wellbeing champions, school council, clubs, playleaders, sports tournaments etc	HT + FLO + SENDCo	On-going		Inclusive practice for all pupils to the curriculum and extended curriculum	Monitor curriculum accessibility Monitor extended schools uptake Curriculum plans

**Commented [SM10]:** @Headteacher - Pear Tree Mead - Staff children with additional needs represented across groups, e.g wellbeing champions, school council etc?

