



## Heymann Primary School Equality Action Plan 2023-25

Objective	Action Steps	Success Criteria	Resources	Timescale	Monitoring
To ensure that pupils with SEND, Looked After Children, Previously Looked After Children, Children with Health needs, EAL and those in receipt of Pupil Premium funding are given support to reach outcomes similar to National Statistics.	Plan support using Pupil Premium Funding & SEN funding and catch-up funding Develop the use of Medical Tracker to collate health needs of individuals Staff training on teaching strategies to support identified groups Develop the role of EAL lead at Ks1 working with existing lead. Develop role of young carers champion.	Pupils meet individual, end of year targets. Medical Tracker is used consistently about the School Curriculum is accessible to all learners Ks1 lead in place and supports acceleration of pupil learning. Young carers identified and support in place.	External funding Leadership time for SENco/Assessment Lead Nottinghamshire Carers Association	Ongoing – termly basis	Pupil Progress Meetings  Class Teachers/SLT Inclusion Team Headteacher
To ensure staff are aware of the school's procedure for dealing with prejudice-based incidents.	Review procedures and recording on CPOMS shared with staff Staff clear of their responsibilities relating to prejudice-based incidents Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia, race and gender related incidents. Involvement of external services e.g. police when necessary	All staff clear on their duty and responsibilities Students feel safe in school, pupils know who they can report to and feel confident to report any incidents that arise	SLT & Anti-bullying Lead Lead Behaviour Specialist  Jigsaw	To be revisited on an annual basis – autumn term INSET day.	Reported back to FGB via HT report
To promote opportunities for children to learn more about career opportunities which challenge gender stereotyping	Share news stories about people who have achieved in different roles and which challenge stereo typing To invite a wider range of Visitors To talk to children about their experiences To ensure a range of role models are used within subjects	All children feel they can have opportunities and achieve in any area of life regardless of gender	Assemblies Class talks	Ongoing	SLT Headteacher

To celebrate cultural diversity and increase pupil awareness and understanding.	<p>Ensure these themes are woven into curriculum provision – RE, PSHE, Geography, English – and special days/events are celebrated e.g Community Cohesion celebration week/ Show Racism the Red Card</p> <p>Ensure reading spine reflects diversity of school environment. SLT to ensure assemblies address this theme. To ensure that History timeline reflects important people from different cultures. Ensure assembly music themes reflect different cultures</p>	<p>Children’s understanding of the local and global community is broadened. Children are tolerant of cultural diversity and celebrate difference.</p> <p>Children are exposed to a range of different cultures/traditions/experiences through authors and stories, art, history, and music themes</p>	<p>Staff meetings linked to curriculum planning.</p> <p>PSHE/Jigsaw annual subscription</p>	Ongoing - annual basis	<p>Headteacher/DHT</p> <p>Report to FGB – curriculum reports, HT report</p> <p>English Team</p>
To embed SRE curriculum – (Jigsaw) ensuring we are guided by the nine principles of equality.	Ensure all resources are available to staff responsible for delivering the SRE curriculum.	Curriculum is in place and being effectively delivered. Parents and carers aware of school policy regarding SRE and able to support their child’s learning. Children better equipped to make and maintain relationships with others and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.	PSHE curriculum – as outlined in SRE policy	Annual review Spring term	<p>Work scrutiny</p> <p>Planning scrutiny</p> <p>PSHE subject leader/ headteacher</p>
To better understand the needs of disabled parents/carers within our school community Improved access and communication with disabled parents/carers	<p>Review information that is sent home to parents/carers. Make all information home to parents more accessible and less wordy. Gather and record information relating to disabled parents in order to best provide access to school communications and events.</p>	<p>Improved access and communication with disabled parents/carers All in our school community feel equally involved and supported</p>	SLT/office mtg time as required Staff mtg time as required	Annually	SBM SLT/Headteacher
To support children’s development of social and emotional skills for pupils with social, emotional and mental health needs	<p>Teachers identify children for intervention/ support groups. To Review referral system for mental health support To publish support for parents through workshops and drop-in To work with MHST team to provide workshops for year groups. To offer Empowering parents Empowering Communities course to parents</p>	<p>Pupils know how to self-help. Improved ability by pupils/students to handle difficult situations. Pupils build resilience. Parents have the knowledge and skills to support children’s mental health</p>	Funding for external providers on wellbeing days	Annually	SLT Headteacher

To ensure that school is respectful of gender identification	To review the use of pronouns Work with outside agencies to review current use of gender identifying language and groupings.	All staff and parents feel supported and that they belong	TETC	From Sept 2023	Governors
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