



## Equality Action Plan 2021 - 2025

| Objective                                                                                                                                                                             | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Lead                                                                                                                           |
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| Pupils show respect to everyone, regardless of disability, race, ethnicity, gender, religious belief, age, sexual orientation, marital status, gender reassignment and being pregnant | <p>Continue to develop our curriculum so it has embedded within it, positive role models, including those who have a protected characteristic. Invest in a range of books which enable children to learn about the protected characteristics. Invest in a range of books where people with protected characteristics are represented.</p> <p>Continue to embed the curriculum with positive role models where different protected characteristics are represented.</p> <p>Regular, planned communication with families where English is an additional language. Invest in a range of books where people from different ethnicities are represented.</p> <p>Challenge gender stereotypes in literacy. Ensure there are accessible books where males and females are not in 'traditional' roles. Invest in more literature which challenges gender stereotypes and are inclusive of gender reassignment.</p> <p>Continue to develop our curriculum so that it supports our children's understanding of world religions. This may include visits and visitors.</p> | <p>Subject leaders<br/>SENCo</p> <p>Subject Leaders<br/>EAL lead</p> <p>Subject leaders</p> <p>Subject leaders<br/>RE lead</p> |
| Further enhance staff awareness and understanding of equality and diversity                                                                                                           | <p>Staff training in equality, equity, diversity and unconscious bias.</p> <p>Signpost staff to quality texts that address protected characteristics.</p> <p>Equality leader to audit our curriculum to see how protected characteristics are represented and highlight this to subject leaders to amend, adjust and review their curriculum maps.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Headteacher</p> <p>Subject leaders<br/>EAL lead</p>                                                                         |
| Engage with local communities and partner schools                                                                                                                                     | <p>Establish greater links with inner city Derby schools; including visits if possible</p> <p>Visit different places of worship in Derby City and invite people from places of worship in to school.</p> <p>Invite a midwife to come into school to talk to children about pregnancy and where we have pregnant staff in school, highlight this to children and how they can keep the staff safe.</p> <p>Invite people from the protected characteristic groups to come and run workshops with our children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Leadership team</p> <p>Teachers</p> <p>RE lead</p>                                                                          |



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| Diminish the attainment gap between different groups of children in school | Different groups form basis of discussion in termly Pupil Progress Meetings<br>Create an enriching provision for children with specific needs who have barriers to learning<br>e.g. EAL, SEND, LAC, forces children | Headteacher<br>Teachers<br>SENCo<br>EAL lead |