***Dobcroft Infant School*** 

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| ***‘To provide a foundation for fulfilled lives, inspiring confident and happy learners’*** | | | | | | |
| Our Values | Enjoy learning | Try our best | Make good choices | Respect each other & our surroundings | Work together | Celebrate our successes |
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**Equality Objectives Action Plan**

**September 2023-September 2026**

**Equality objectives statement action plan**

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| **Dealing with prejudice** | | | | | |
| **Rationale behind objective** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| Since covid times in 2020 we have had a slight increase in prejudiced related incidents. we wish to reduce this and go back to at least pre 2020 levels. | To reduce prejudice and increase understanding of equality through direct teaching across the curriculum that supports and promotes the positive advancement of all protected characteristics | Opportunities to share positive role models with the children  RHE Curriculum development linked to anti bullying.  all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.  plan ongoing events to raise awareness of equality and diversity.  Ensure that our curriculum and in turn, displays around school corridors & classrooms: promote role models & heroes that our children can positively identify with; reflect our diversity as a school; ensure respect for all others regardless of race, gender and disability  To improve teaching around prejudice and bullying, – this will be done via a monthly assembly.  To improve training for staff in how to handle incidents of prejudice and support perpetrators and victims | CR/ZS and RHE subject lead. | Our children appreciate, respect & celebrate diversity. They know how we are different & what unites us. All children thrive, aspire & reach their full potential  Parents feel confident that our curriculum reduces prejudice and develops an understanding of equality  Children have a strong understanding of protected characteristics and the equality act and that when asked, they are able to discuss these.  Children are taught about role models who fall into all protected groups through the curriculum.  Schools leaders have a developed understanding of the impact of trauma on progress.  The number of prejudice-related incidents will decrease significantly. | To be reviewed in the Spring and Summer terms. |
| **Celebrating diversity** | | | | | |
| **Rationale behind objective** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| Some children voice opinion about some roles being for men/women or girls/boys. | To continue to celebrate that all people can do any job or take part in any activity. | Set up a girls only football club.  Books represent non stereotypical roles.  Guest speakers invited into class.  Joined Gender Equality Action as a supporter. CR to attend training to become and initiator. | CR/ZS and RHE teachers. | Reduced comments noted of a stereotypical nature.  Children talk positively about having a range of options in terms of role/activity available to them in the present and future. | To be reviewed in the Spring and Summer terms. |
| **Facilitating equality in the workplace** | | | | | |
| **Rationale behind objective** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| Number of staff who identify as disabled remain static. | To ensure as an organisation our procedures mean we become a more effective disability confident organisation. | Ensure we move from Level 1 disability confident to Level 2. | VA | We attain disability confident level 2. | To be reviewed at the end of the Summer term. |

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| **Enabling representation** | | | | | |
| **Rationale behind objective** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| The school has a 23% BAME population, which is not represented in the composition of the current governing board, which is 8%. | To ensure the school’s governing board is representative of the school’s local community. | To consider whether the current governing board is able to sufficiently represent the potential needs of the community e.g. in relation to religious observance, dietary needs and uniform, and if not, how this will be rectified – this will be considered in governor meeting and considered during recruitment processes. | The chair of governors and full governing board. | The school’s governing board will be able to account for the potential needs of families in our community when making decisions. | To be reviewed in the Spring and Summer terms. |
| **Supporting inclusion** | | | | | |
| **Rationale behind objective** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| While overall data for school is well above national some groups are below. There are no overall trends in this but this is kept under review annually | To narrow the gap in attainment of all disadvantaged pupils and pupils with SEND | Ongoing analysis of internal and external data  Involvement with Trauma Informed Schools UK project | EYFS lead/KS1 lead SLT | The school will diminish all difference within data from different groups. | To be reviewed at half termly inclusion meetings. |

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| **Additional equality objectives** | | | | | |
| **Rationale behind objective** | **Equality objective** | **Actions for improvement, with timescales** | **Staff responsible** | **Success criteria** | **Review** |
| To ensure whole community is aware of the updated equality policy and subsequent action plan and actions | To ensure the whole community is aware of equality duty, and how DIS is adhering to it. | Publish and promote the Equality Plan through the school website, newsletter, PDMs for staff & governors’ meetings | ZS/CR /admin | All stakeholders feel informed and involved  in school’s next steps  All members of the community feel that their views are valued.  The equality plan feels part of the school’s ongoing improvement journey | To be reviewed Autumn INSET day |