

Buckland Primary School Equalities Action Plan 2022 - 2024

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on the analysis of our data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

What we aim to do	How we plan to achieve it	Person Responsible	Timescale	Resources	The impact of our work
To plan direct work for children through assemblies and curriculum on equality.	<p>Weekly assemblies in line with the school's assembly planner. Focusing on diversity, equality and racism</p> <p>Delivering focused lessons and series of lessons within our PSHE and RSHE curriculum on the above themes.</p> <p>Planning events (including the local community) throughout the year.</p>	Headteacher PSHE/RSHE Lead Subject Leads Class teachers	Ongoing - linked to curriculum plans which run academically and reviewed annually	Assembly timetable Online resources Staff CPD Planning opportunities (PPA) Liaison with local community members	<p>Children and staff have a good understanding of equality, diversity and racism. Pupils see links to school vision and values.</p> <p>Strong relationships established with local community groups including local parish church.</p>
To promote understanding and respect for differences.	<p>Identify opportunities within our curriculum (see Curriculum maps) where other cultures and countries are explored.</p> <p>Study famous people from different cultures and ethnic groups with a variety of abilities and celebrate their diversity.</p> <p>Use collective worship as an opportunity to celebrate festivals from a range of cultures and countries.</p> <p>Use events such as the World Cup, Olympics, and an opportunity to explore other cultures and celebrate diversity and equality.</p>	As above	Ongoing - linked to curriculum plans which run academically and reviewed annually	<p>Assembly timetable Planning opportunities for staff (PPA) CPD sessions Subject Leader led INSETs External support PSHE Association Links to key events and school-based resources</p>	<p>Greater understanding and respect for differences.</p> <p>Topics and arising issues are covered through age appropriate lessons e.g. PSHE, RSHE, History, Geography</p> <p>Staff have strong subject knowledge and the resources to deliver high quality lessons</p> <p>The school vision and values promote respect for the differences at Buckland.</p>
To improve provision for pupils for whom English is an additional language, particularly new arrivals (refugees).	<p>Tours for families of all children offered a place at Buckland.</p> <p>Early assessment completed by CT/HLTA to identify language needs</p>	Headteacher SENCo PP Lead Class teacher HLTS / LSA Welfare Officer HSLW	Ongoing - linked to curriculum plans and pupil needs Some interventions may be time bonded with	<p>Tour time for SLT.</p> <p>Planning time for resources to be made and support to be delivered</p>	<p>New pupils supported and make progress (collected 3x a year).</p> <p>Pupils settle well at Buckland and families feel supported with immediate needs met</p>

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	<p>Specific planning by CT and interventions run by Support staff/PP Lead/SENCo to support pupils in school.</p> <p>Child to be given a class buddy who is a good role model of the English language and school values and vision.</p> <p>Inclusion Team support family as required e.g. uniform, PE equipment, school dinners, language classes etc</p>	School Administration team	start and end assessments made and analysed	<p>Timetabling for interventions to be delivered. Devised half termly by CTs.</p> <p>Liaison with Early Help team to support family as required.</p>	
To narrow the PP gap in Reading, Writing and Mathematics in all year groups.	<p>PP Lead to monitor attainment of all PP pupils alongside Assessment lead (HT)</p> <p>CTs, PP Lead and SENCo plan and deliver Quality first Teaching and targeted interventions to address gaps in learning (Diagnostic tools used when appropriate)</p> <p>See PP Strategy - on website</p>	Headteacher PP Lead SENCo CTs	Ongoing - linked to curriculum plans and pupil needs Some interventions may be time bonded with start and end assessments made and analysed	<p>Planning time PPA Timetabling for Pupil Progress meetings Inclusion team meetings LT meetings</p> <p>Link Governor meetings and reports</p>	<p>Attainment gap narrowed - data analysis and external verification</p> <p>Pupils make progress against agreed targets (EHCPs, provision maps and prior attainment).</p>
Provide a range of educational opportunities for parents to develop their own skills and knowledge to support their children	<p>Virtual and face to face parent workshops and family learning sessions focused on curriculum, behaviour, SEND topics. Sessions give parents strategies on how to support their child at home.</p> <p>Targeted small group support (Early Help) for vulnerable families e.g. TAFs</p> <p>Signposting families to local support and services (Family Information Services)</p>	Headteacher SENCo Inclusion Team Welfare Officer HSLW MHST	Ongoing - families with targeted support agreed timeframe outlined within EH assessments	<p>SENCO/HSLW release time to deliver sessions</p> <p>Planning time - resources for sessions</p> <p>Services and support on school website</p> <p>Rooms for TAFs and targeted support to take place</p>	<p>Parents report they are well supported in helping support their child at home e.g. learning, behaviour strategies</p> <p>Children settle well and are happy in school</p> <p>Families develop resilience and are able (with support) to access the support they need</p>
Extend pupils understanding of a range of peoples, cultures and religions	Curriculum overview and RE scheme of work to be monitored to ensure coverage (statutory) with range of people, cultures and religions taught	Headteacher RE Lead CTs	Ongoing - linked to curriculum plans which run academically and	<p>RE release time – monitoring including pupil voice Planning time for staff PPA</p>	Children demonstrate a good understanding of different religions and cultures through books, class scrapbooks, assemblies, workshops, visits and discussion

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	<p>Plan and celebrate key cultural and religious events e.g. Black History Month, Chinese New Year.</p> <p>Extend visitors to assemblies/workshops/class visits to include people from a range of faiths and cultures.</p>		<p>reviewed annually</p>	<p>INSET time. Lead by RE lead.</p>	
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