

This plan outlines the ongoing development of this area at Chestnut Lane School. Equalities, Diversity and Cohesion forms a major part of the day to day life of the school and therefore it is not possible to place a timeframe on each one of the action points as that would imply that work in that specific area was only being developed in that window of time. The plan will be evaluated annually by the Headteacher, the Teaching and Learning Committee and the governor with responsibility for equalities and diversity, and will be shared on the school's website.

	EQUALITY OBJECTIVES	ACTION	OWNER	EVALUATION 2021	EVALUATION 2022	EVALUATION 2023	EVALUATION 2024
1	To challenge stereotypes in an age-appropriate way, widening ambitions for all, and tackling the potential preconceived ideas in the school community, and wider society.	<p>-Build a range of age-appropriate resources which represent people with different protected characteristics in different roles.</p> <p>-Use positive language with everyone to foster ambitious aims, and ensure attitudes are not limited due to protected characteristics.</p> <p>-Engage the wider community in representing people with different protected characteristics in different roles.</p>	<p>SLT</p> <p>All staff</p> <p>All staff</p>	<p>-Equality & diversity texts have been assigned to each of the whole school topics for 2021-22. These will move into the library in Sep 2022.</p> <p>-Equality & diversity texts form part of each year group's core book lists.</p> <p>-EYs using resources, texts & unisex language when learning about emergency services, e.g. 'police officer', 'firefighter'.</p> <p>-Scenario cards used during circle time activities to inform discussion.</p> <p>-Helicopter Stories used to promote role-play/dressing-up of characters across all genders, backgrounds etc.</p>			

2	<p>To reflect the diverse school population through representing everyone's personal experiences, by sharing and celebrating in an open and collaborative manner.</p>	<p>-Encourage the sharing of personal experiences, such as celebrating festivals and special occasions, with the school community.</p>	All staff	<p>-Planning based on pupils' experiences & interests in place. Range of festivals celebrated across year.</p>			
		<p>-Develop understanding of differences between people, making links to identify commonalities.</p>	All staff	<p>-Assemblies based on festivals & occasions carried out.</p>			
		<p>-Embed learning from others across the school.</p>	All staff	<p>-Workshops & educational visits planned, inc. looking at charitable links between holy places & wider community.</p> <p>-Learning from others incorporated into foundation subject assessment.</p>			

The school has identified the following actions and strategies that are specifically designed to meet the three aims of the Equality Duty. We have identified potential gaps in provision and determined what the school is doing to address them.

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2021	EVALUATION 2022	EVALUATION 2023	EVALUATION 2024
1	<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.</p> <p>*Eliminating discrimination also covers marriage and civil</p>	<p>-Effective policies and procedures to address this aim are in place including: Anti-bullying policy, Whole School Behaviour policy & principles, Child Protection policy, Grievance policy, Whistleblowing policy.</p> <p>-A clear code of conduct is in place for all staff.</p> <p>-Procedures in place for recording and reporting acts of discrimination.</p>	<p>SLT</p> <p>All staff</p> <p>All staff</p>	<p>-Whole School Behaviour policy & procedures reviewed – April 2021.</p> <p>-Updated Child Protection policy – Sep 2021 & Whistleblowing policy – Nov 2021.</p> <p>-Incident logs in place, by year group (+playground), to ensure consistent & detailed recording. In addition to First Aid.</p>			

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2021	EVALUATION 2022	EVALUATION 2023	EVALUATION 2024
	partnership in the workplace.	<p>-The recruitment process, and Pay policy, ensure equal and fair opportunities and treatment for all.</p> <p>-Flexible working opportunities are provided, i.e. for working parents..</p> <p>-A culture of 'respect' is promoted throughout the school, including the use of age-appropriate vocabulary.</p> <p>-Class Charters used to raise awareness of 'rights' and 'responsibilities' within the classroom.</p> <p>-Training provided for staff in understanding, recognising and tackling discrimination.</p>	<p>SLT</p> <p>SLT</p> <p>All staff</p> <p>Classroom staff</p> <p>SLT</p>	<p>-Changes to safer recruitment at the application stage, in line with KCSiE Sep 2021.</p> <p>-Effective Flexible Working Practices in Schools webinar attended (funded by DfE). Considerations made when developing Whole School Wellbeing policy.</p> <p>-'Respect' forms part of the agreed school rules, and is regularly discussed in assemblies.</p> <p>-Class Charters in place – Sep 2021.</p>			
2	Advance equality of opportunity between people who share a protected characteristic and those who do not.	<p>-Steps taken to identify and meet the needs of people from protected groups where these are different from the needs of other people.</p> <p>-Disadvantages suffered by people due to their protected characteristics are removed or minimised.</p> <p>-The full range of learning needs are addressed and supported.</p> <p>-The curriculum is adapted and made accessible to all, for both in school and at home.</p>	<p>All staff</p> <p>All staff</p> <p>Classroom staff</p> <p>Classroom staff</p>	<p>-'Reflection Room' provided to all staff to allow for reflection, quiet time & prayer during the working day.</p> <p>-Collaboration with external specialist where necessary, e.g. British Sign Language interpreter.</p> <p>-Development & training needs of all staff mapped to ensure equal access.</p> <p>-All learning needs of pupils met through</p>			

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2021	EVALUATION 2022	EVALUATION 2023	EVALUATION 2024
		<p>-The school site is accessible to all, including the use of ramps to all blocks of buildings.</p> <p>-Participation of all groups in all school activities is enabled and encouraged.</p> <p>-All extra-curricular activities, including educational visits, are available to all.</p>	<p>SLT</p> <p>All staff</p> <p>All staff</p>	<p>intensive teaching sessions, & interventions for all abilities.</p> <p>-Where parents choose for their child not to engage with extra-curricular activities, alternative on-site education is provided.</p>			
3	Foster good relations between people who share a protected characteristic and those who do not.	<p>-Pupils, staff, parents and others are listened to in an open and fair manner.</p> <p>-Parents and carers are informed and involved in the aims of equality, and in school activities.</p> <p>-New pupils are welcomed and helped to settle in effectively.</p> <p>-The curriculum is developed, including whole school topics, to provide opportunities for promoting understanding between people from different groups.</p> <p>-Personal experiences are shared (pupils & staff), including sharing information 'All About Me' and learning about different families.</p>	<p>All staff</p> <p>SLT</p> <p>All staff</p> <p>Classroom staff</p> <p>All staff</p>	<p>-Pupil & staff voice gathered about a variety of topics, including curriculum intentions, school values & wellbeing opportunities.</p> <p>-Wider variety of virtual involvement in school life has been trialled for parents, e.g. use of video, virtual consultations etc.</p> <p>-Staggered starts for new pupils offered, as well as pre-visits to meet the teacher, where possible.</p> <p>-RE curriculum covers a variety of visits/workshops spanning different religions.</p>			

	<p>-The PSHE & RHE curriculums are used to understand about one another, and foster good relations between groups.</p> <p>-Circle-time activities, assemblies, nurture and social skills groups are used to tackle prejudice and promote understanding of others.</p> <p>-Links are made between people, including through a range of art, music and dance.</p>	<p>Classroom staff</p> <p>Classroom staff</p> <p>Classroom staff</p>	<p>-Cooking planned across different cultures & discussions take place relating back to home experiences.</p> <p>-‘All About Me’ information continues to be gathered for new starters, & shared with all staff. This includes opportunities for parents/guardians to express if they have knowledge they could share with the school/children.</p> <p>-Virtual assemblies used from March-July 2021 to deliver RHE objectives around relationships & safety.</p> <p>-Music from around the world explored & celebrated through music lessons.</p> <p>-British artists representing different cultures explored e.g. Lynette Yiadom-Boakye, Yinka Shonibare etc.</p>			
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Profile of the school - 2021-2022

Pupils		Number	Percentage
Gender	Male	105	50
	Female	105	50
Ethnicity	White British	118	56.2
	Indian	27	12.9
	White & Asian	24	11.4
	Any other White Background	14	6.7
	Any other Ethnic Group	4	1.9
	Any other Asian Background	6	2.9
	Any other Mixed Background	3	1.4
	White & Black Caribbean	2	1
	White & Black African	2	1
	Pakistani	4	1.9
	Chinese	1	0.5
	Refused	5	2.4
	Faith groups	Christian	78
No religion / refused		60	28.6
Hindu		25	11.9
Unknown		26	12.4
Muslim		11	5.2
Jewish		5	2.4
Sikh		3	1.4
SEN Support	Buddhist	2	1
	EHCP	1	0.5
	SEN	7	3.3

Staff		Number	
Gender	Male	2	6.1
	Female	31	9.39
Ethnicity	White British	21	63.6
	Other ethnicities including Asian British, Black British, Chinese	12	36.4
Age	20 - 39	12	36.4
	40+	21	63.6
Roles	Teachers	13	39.4
	Learning Support	14	42.4
	Midday Supervisors	13	39.4
	Office Staff	3	9.1
	Site Manager	1	3

Governors		Number	Percentage
Gender	Male	3	25
	Female	9	75