



Chestnut Lane School

Equality, Diversity and Inclusion Policy and Development Plan

At Chestnut Lane School we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1.

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Chestnut Lane School we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreements

Our school ethos and values

At Chestnut Lane School our values make us who we are! We are passionate about instilling *respect, kindness, resilience, independence and responsibility* in all children from nursery to year 2, role-modelled by our staff and the wider school community. Our diverse and multi-cultural school community is one of our biggest assets. Through collaboration we broaden everyone's experiences, enhancing our respect and kindness for others, and learning from one another.

Our school profile 2024/2025

- **Pupils on roll:** 199 – Female: 54%, Male: 46%
- **Ethnic groups represented by pupils:**
White British, Indian, White & Asian, White Background, Asian Background, Mixed Background, White & Black Caribbean, White & Black African, Pakistani, Chinese, Bangladeshi, Black African, Irish, Black Caribbean
- **Religious groups represented by pupils:**
Christian, Hindu, Muslim, Jewish, Sikh, Buddhist
- **Pupils receiving free school meals:** 7% (24.6% nationally in June 2024)
- **Pupils with EHCP & SEN Support:** 7.5% (18.4% nationally in June 2024)
- **Staff:** Male: 3%, Female: 97%
- **Age profile of staff:** Up to 39 years: 36%, 40+ years: 64%
- **Ethnic groups represented by staff:**
White British, Asian Background, Indian, Chinese, White & Asian

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation

Chestnut Lane School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is analysed so that any trends can be identified, and action plans put in place. Further information on these procedures are referenced in the Anti-Bullying Policy.
- The Anti-Harassment and Anti-Bullying at Work Policy and Procedure outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.
- The Complaints and Resolutions Procedure outlines the procedures for reporting and responding to complaints that could include incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary to address disparities. Please see our Equality, Diversity and Inclusion Development Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carers helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our pupil voice, governing body and staff team.
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented.
- A member of the governing body has a watching brief regarding the implementation of this policy.
- The school and governors carry out equalities impact assessments on all other policies. (See Appendix 3.)
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary.

The headteacher and senior leadership are responsible for:

- Overseeing the implementation of the Equality, Diversity and Inclusion Policy.
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying.
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school.

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding and complying with the Equality, Diversity and Inclusion Policy.
- Contributing to the action plan attached to the policy.
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion.
- Dealing with prejudice-related incidents, following the specific procedure.
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation.
- Challenging bias and stereotyping.
- Promoting an inclusive and collaborative ethos.

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy.
- Ensuring that they, and the young people that they are responsible for, meet the expectations set out in the home-school agreement.

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school.
- Complying with the school's Equality, Diversity and Inclusion Policy.

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy.
- Reporting prejudice-related incidents.
- Understanding, valuing and celebrating diversity.
- Challenging stereotypes and prejudices.

Equality, Diversity and Inclusion Development Plan

To fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff.

Using this information, the school analyses the following in terms of protected characteristics:

- | | |
|-----------------------------------|---|
| • Student admissions | • Staff recruitment, retention and promotion |
| • Student attendance | • Staff disciplinary and capability proceedings |
| • Student performance/achievement | • Records of prejudice-related incidents |
| • Student sanctions | • Complaints by parents and carers |
| • Student rewards | |

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes these objectives on the school website.

The school identifies any equality training needs within our staff through the performance management/appraisal processes, by conducting staff surveys and in line with the changing needs of the school context. These needs will be addressed, and this may also inform our equality objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality, Diversity and Inclusion Development Plan is attached as Appendix 2

Equality Impact Assessments

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

A template for conducting equality impact assessments is attached as Appendix 3

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Ratified by the Governing Body: 16 May 2025

Due for review: April 2026

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>

Appendix 2: Equality, Diversity and Inclusion Development Plan, 2021- 2024

Updated: [March 2025](#)
Next review: January 2026

This plan outlines the ongoing development of this area at Chestnut Lane School. Equality, diversity and inclusion 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 equality 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.	<ul style="list-style-type: none"> -Build a range of age-appropriate resources which represent people with different protected characteristics in different roles. -Use positive language with everyone to foster ambitious aims, and ensure attitudes are not limited due to protected characteristics. -Engage the wider community in representing people with different protected characteristics in different roles. 	<p>SLT</p> <p>All staff</p> <p>All staff</p>	<ul style="list-style-type: none"> -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. -Equality & diversity texts form part of each year group's core book lists. -EYs using resources, texts & unisex language when learning about emergency services, e.g. 'police officer', 'firefighter'. -Scenario cards used during circle time activities to inform discussion. -Helicopter Stories used to promote role-play/dressing-up of characters across all genders, backgrounds etc. 	<ul style="list-style-type: none"> -Equality & diversity texts added to the library in Autumn term 2022. -A wide selection of Little People, Big Dreams texts have been used within the classrooms. -A diverse range of significant figures have been studied (e.g. in history, science & art). -Current topics have been used to challenge stereotypes & celebrate equality, e.g. women's football. -Awareness of equality has been raised through recognising days such as International Women's Day. -Odd Socks Day was celebrated, and children participated in a competition to increase respect for differences. -Inclusion of all in workshops, inc. dance, music, physical activities. 	<p>In addition to previous, which are ongoing:</p> <ul style="list-style-type: none"> -Shared lived experiences, including photographs of own families, to challenge stereotypes. -Visit from international basketball player, increasing awareness of diversity in sport. -Focussed on artists from a range of cultural heritages, British and beyond. -Began collaboration with Amersham Museum on history of Chestnut Lane project. -Art packs provided alongside Well Done certificates, to promote engagement and enable access for all to high quality resources. 	<p>In addition to previous which are ongoing:</p> <ul style="list-style-type: none"> -'Hats of Faith' whole-school topic. -Targeted equality & diversity age-appropriate texts/core books. -Raising awareness, e.g. Diversity Days, World Down Syndrome Day & World Religion Day. -Collective worship/self -reflection. -Neurodiversity book library developed & shared on school website/in assemblies. -Independent learners training for staff, to foster ambitious aims, and to meet diverse needs, of all.

	EQUALITY OBJECTIVES	ACTION	OWNER	EVALUATION 2021	EVALUATION 2022	EVALUATION 2023	EVALUATION 2024
2	To reflect the diverse school population through representing everyone's personal experiences, by sharing and celebrating in an open and collaborative manner.	<p>-Encourage the sharing of personal experiences, such as celebrating festivals and special occasions, with the school community.</p> <p>-Develop understanding of differences between people, making links to identify commonalities.</p> <p>-Embed learning <u>from</u> others across the school.</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p>	<p>-Planning based on pupils' experiences & interests in place. Range of festivals celebrated across year.</p> <p>-Assemblies based on festivals & occasions carried out.</p> <p>-Workshops & educational visits planned, inc. looking at charitable links between holy places & wider community.</p> <p>-Learning <u>from</u> others incorporated into foundation subject assessment.</p>	<p>-Working with families to celebrate significant events & festivals (e.g. Diwali & the giving of diva lamps).</p> <p>-Open conversations with families on how celebration of diversity could take place.</p> <p>-Encouraging children through Show & Tell sessions to share their lived experiences, and increase understanding from peers.</p> <p>-Staff surveyed to better understanding range of personal experiences, and how to incorporate into the curriculum.</p> <p>-Accommodating families/children's wishes to explore their identities.</p> <p>-Signposting families to age-appropriate resources to support their personal experiences, e.g. gender identity.</p> <p>-Celebration of World Religion Day.</p>	<p>In addition to previous, which are ongoing:</p> <p>-Staff shared personal experiences and connections to actively organise events in school, such as Vesak celebrations and visit from a Buddhist monk.</p> <p>-Tapestry platform used to share photographs of experiences and celebrations in home life.</p> <p>-A range of texts used to illustrate diversity in families, as seen across the school community.</p> <p>-Strong representation through displays across the school.</p> <p>-A wide range of music listened to, and discussed, in assemblies.</p>	<p>In addition to previous, which are ongoing:</p> <p>-Learning Organisers created to sharpen focus on maximising opportunities to learn from others.</p> <p>-Show & Tell opportunities.</p> <p>-‘My Family’/‘Growing Up’ projects. “Our Class is a Family” book.</p> <p>-Open mornings to engage parents e.g. Diversity Day, friendship.</p> <p>-Visitors to school, inc. a range of authors & illustrators, Electric Umbrella Crew and BSL assembly.</p> <p>-Representation on Learning Journeys in classrooms & Tapestry. Links to outdoor learning to show case diversity.</p> <p>-Staff surveys to identify range of languages spoken.</p> <p>-School trips, inc. Amersham Free Church.</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 partnership in the workplace.</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>-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>SLT</p> <p>All staff</p> <p>All staff</p> <p>SLT</p> <p>SLT</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> <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>	<p>-Whole School Behaviour policy reviewed November 2022.</p> <p>-Updated Child Protection policy – Sep 2022.</p> <p>-Incident logs reviewed in November 2022 & discussed with staff. New memo issue to update procedures.</p> <p>-New School Values designed and approved in 2022, with pupils, staff and governors. <i>[Respect, kindness, resilience, independence & responsibility]</i></p> <p>-New Anti-Bullying poster designed and launched with children & parents (via newsletter). Ensured age-appropriate to improve understanding.</p> <p>-Anti-bullying workshops for all classes in November 2022.</p> <p>-Engaged with awareness raising days such as ‘Wear Red Day’ for Show Racism the Red Card.</p> <p>-Engaging in open discussion with children around current issues, such as discrimination linked to letter writing to the England men’s football team).</p> <p>-Whole staff completion of the Equality & Diversity audit (using</p>	<p>In addition to previous, which are ongoing:</p> <p>-Whole School Behaviour policy reviewed April 2023</p> <p>-Updated Child Protection policy – Sep 2023</p> <p>-Anti-Bullying policy updated in November 2023.</p> <p>-Specific focus on the use of language around school values throughout classrooms & in assemblies (inc. singing).</p> <p>-Launch of CPOMS to hold and monitor safeguarding records.</p> <p>-Raising awareness through events such as ‘Friendship week’ & open morning.</p> <p>-Circle times sessions and assemblies used to promote inclusivity.</p>	<p>In addition to previous, which are ongoing:</p> <p>-Feedback from Ofsted inspection – January 2025.</p> <p>-Feedback from parent survey – March 2024, 95% parents reported their child feels safe at Chestnut Lane School.</p> <p>-Updated whole school policies (as previous).</p> <p>-Introduction of personalised EAL policy & classroom strategies for EAL learners implemented.</p> <p>-Raising awareness of impact amongst staff through trauma & attachment training.</p> <p>-Evolution of use of CPOMS to hold and monitor behavioural incidents, in addition to safeguarding.</p> <p>-Whole school Friendship Week and open mornings to engage parents.</p> <p>-Inclusive Whole School Mental Health &</p>

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2021	EVALUATION 2022	EVALUATION 2023	EVALUATION 2024
		<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>Classroom staff</p> <p>SLT</p>		questions from Bucks training to Governors in Summer 2021).		<p>Wellbeing policy covering pupils, staff & families.</p> <p>-Wellbeing support via weekly emails to staff, & family support via whole school newsletters, school website and Tapestry memos.</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>-The school site is accessible to all, including the use of ramps to all blocks of buildings.</p>	<p>All staff</p> <p>All staff</p> <p>Classroom staff</p> <p>Classroom staff</p> <p>SLT</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 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>	<p>-Consideration of leave of absence requests on an individual basis.</p> <p>-Development of the Whole School Mental Health & Wellbeing policy, with universal, targeted & specialist support, for children & staff.</p> <p>-Updated SEND policy & school provision offer in Autumn term 2022.</p> <p>-Wide range of staff training & CPD undergone to meet individual's needs.</p> <p>-Interventions for all, alongside school-led tutoring, offered across the school.</p> <p>-Grant funding used to improve inclusion within EYFS.</p>	<p>In addition to previous, which are ongoing:</p> <p>-Implementation of SEND policy & school provision offer.</p> <p>-Bespoke SEN curriculums implemented, where required.</p> <p>-Training and resources accessed from The Bell Foundation to upskill all around EAL and ensure effective support is available.</p> <p>-Introduction of the online Tapestry platform to reduce barriers to demonstrating and evidencing learning.</p> <p>-Use of wellbeing assessment tracker to assess social and emotional needs, and track progress.</p>	<p>In addition to previous, which are ongoing:</p> <p>-Annual school context analysis & class profiles of EAL learners shared with staff & governors, to raise awareness of school profile.</p> <p>-Implementation of whole child tracker to assess wellbeing and EAL proficiency, across groups of pupils, throughout the year.</p> <p>-Feedback from Ofsted inspection – January 2025</p> <p>-Feedback from parent survey – March 2024. Positive feedback on school being nurturing, safe, caring & individually focussed.</p> <p>-Harvest donations to Food Bank & offer to provide food to</p>

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2021	EVALUATION 2022	EVALUATION 2023	EVALUATION 2024
		<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>All staff</p> <p>All staff</p>			<p>-Collaboration with external professionals to better meet the needs of all.</p> <p>-New governor adverts reviewed to request applications from a range of backgrounds.</p>	<p>disadvantaged families in the school community.</p> <p>-Inclusive communication resources & strategies evolved. Shared within whole school events, such as Christmas performance, & via Tapestry memos to parents.</p> <p>-Focus on equal opportunities to access communication, language & vocabulary, inc through age-appropriate tiered vocab lists & sentence stems to discuss curriculum understanding.</p> <p>-Singing assemblies used as a way to educate school community that everyone is unique.</p> <p>-Raising awareness amongst staff through targeted SEND and EAL training/CPD, & focus on 'flex'</p> <p>-Inclusion of all pupils in whole school events & trips.</p> <p>-Bespoke SEND curriculums, as required, inc. access to</p>

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2021	EVALUATION 2022	EVALUATION 2023	EVALUATION 2024
							<p>personalised resources to meet needs.</p> <p>-Bespoke phonics training for SEN LSAs to ensure personalised delivery of school phonics programme.</p> <p>-Access to termly home learning activities, with freedom to present learning in a variety of ways, inc. practically via Tapestry platform.</p> <p>-Relaunch of Challenge Groups, linked to evidence-based research.</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</p>	<p>All staff</p> <p>SLT</p> <p>All staff</p> <p>Classroom 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>-Wellbeing Award for School achieved in June 2022.</p> <p>-Pupil, parent & staff voices gathered via wellbeing surveys. Y2 & SEND parental surveys also conducted.</p> <p>-Continued development of an open culture with parents, where concerns and support is shared.</p> <p>-Virtual workshops offered, to reach a wider audience, and promote engagement with the school.</p> <p>-New RE Agreed Syllabus introduced, subject leader training attended, and fed back to the teaching team.</p>	<p>In addition to previous, which are ongoing:</p> <p>-Ensured an open-door policy, and provide a range of communication options to parents (e.g. in-person, written, virtual).</p> <p>-Instagram and newsletters used as a platform to promote awareness and positive discussion around school topics and curriculum.</p> <p>-Opportunities to engage with the school community provided, such as through PTA events, open mornings,</p>	<p>In addition to previous, which are ongoing:</p> <p>-Feedback from Ofsted inspection – January 2025.</p> <p>-Feedback from parent survey – March 2024. Positive feedback on family feeling & sense of community.</p> <p>-Awareness raised through Tapestry, memos & whole school newsletters.</p> <p>-Signposting to resources & guidance to support pupils & families.</p>

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2021	EVALUATION 2022	EVALUATION 2023	EVALUATION 2024
		<p>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>-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>All staff</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>	<p>-Parents invited to see the curriculum in action, through events such as attending the Bollywood dance performance.</p> <p>-Stronger focus on making links between learning and personal experiences, to build on learning from one another.</p> <p>-Staff open & willing to share their personal experiences, and celebrate together.</p>	<p>stay & play sessions etc.</p> <p>-Begun to offer home life workshops on topics of common interest, such as sleep.</p> <p>-RE subject leader network meetings attended in order to share good practice and discuss current issues.</p>	<p>-International Day of Acceptance celebrated inc, 'shields' designed at home to represent each individual. Raising awareness through 'No Pens Day' (speech & language focus) &</p> <p>-SMSC cross-curricular overview updated (within Personal Development policy).</p> <p>-Support for families to navigate external processes & ensure appropriate education for their children.</p> <p>-Themed read-ins designed to demonstrate curriculum activities in action, & provide greater to support to families in order to further learning at home.</p>

Equality, Diversity and Inclusion Development Plan, 2025 - 2028

Set: March 2025
Next review: January 2026

This plan outlines the ongoing development of this area at Chestnut Lane School. Equality, diversity and inclusion 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 Quality of Education Committee and the governor/s with responsibility for equality and diversity, and will be shared on the school's website.

	EQUALITY OBJECTIVES	ACTION	OWNER	EVALUATION 2025	EVALUATION 2026	EVALUATION 2027	EVALUATION 2028
1	To enhance equality for all families to ensure equal access to information, greater understanding of circumstances, and aim for equal opportunities to support children's learning at home.	<ul style="list-style-type: none"> -Review admission & induction processes for families who are new to school to ensure accurate and relevant information is gathered. -Consider translation signposting to ensure equity in access to information. -Develop learner profiling, and consider the use of role-modelling opportunities. -Extend support for children's home learning to ensure that families' circumstances and capacity are considered. -Incorporate the use of Tapestry memos to ensure equal coverage of protected characteristics. 	<p>SLT Office staff</p> <p>SLT Office staff</p> <p>EAL Lead Classroom staff</p> <p>Classroom staff</p> <p>Key Stage Leaders</p>				

2	Cultivate positive self-image, sense of identity and develop high self-esteem for all children.	<p>-Promote emotional wellbeing and mental health across the school, inc. family support.</p> <p>-Consider next steps for reducing cognitive load for all, to enable all children to know more and remember more.</p> <p>-Improve self-regulation, inc. for those children impacted by trauma and insecure attachment.</p> <p>-Build understanding around disability and neurodiversity, to develop individual's understanding and positive outlooks.</p> <p>-Consider further ways to celebrate the languages spoken within the school community.</p> <p>-Use analysis of Whole Child Tracker assessment data to identify resources, strategies and interventions required.</p>	<p>Wellbeing Leads Classroom staff</p> <p>SLT Classroom staff</p> <p>SENCo & DSL Classroom staff</p> <p>SENCo Classroom staff</p> <p>EAL Lead Classroom staff</p> <p>Wellbeing Leads Classroom staff</p>				
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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 2025	EVALUATION 2026	EVALUATION 2027	EVALUATION 2028
1	<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.</p> <p>*Eliminating discrimination also covers marriage and civil partnership in the workplace.</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, Code of Conduct for staff & governors.</p> <p>-Consider the role of media, and encourage children to ask questions about what they see & hear, identifying fact from fiction, right from wrong.</p> <p>-Flexible working opportunities equally considered i.e. for working parents.</p> <p>-Training provided for staff in understanding, recognising and tackling discrimination. Ensure information is disseminated to all relevant members of staff.</p>	<p>SLT Office staff</p> <p>Computing Subject Leader DSL Classroom staff</p> <p>Headteacher Governing Body</p> <p>All staff</p>				

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2025	EVALUATION 2026	EVALUATION 2027	EVALUATION 2028
2	Advance equality of opportunity between people who share a protected characteristic and those who do not.	<p>-The curriculum is adapted and made accessible to all, for both in school and at home.</p> <p>-Consider the use of the Lesson Study model to promote equality of opportunity further.</p> <p>-Ensure consistency in implementation of expectations and adjustments at key transition times.</p>	<p>Classroom staff</p> <p>Key Stage Leaders Class teachers</p> <p>All staff</p>				
3	Foster good relations between people who share a protected characteristic and those who do not.	<p>-The curriculum is developed, including whole school topics, to provide opportunities for promoting understanding between people from different groups. Ensuring equal representation.</p> <p>-Support understanding amongst the parent body of differences, inclusion and respect and tolerance for all.</p> <p>-Consider relationships between children of different ages across the school, focussed on equity in value, identifying strengths for all.</p>	<p>Subject Leaders Class teachers</p> <p>SLT</p> <p>SLT Classroom staff</p>				

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2025	EVALUATION 2026	EVALUATION 2027	EVALUATION 2028
		-Focus on skills relevant to all ages, such as social and emotional development.	SLT Classroom staff				

Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed		
Review date		