



East Tilbury Primary School & Nursery Equality and Diversity - Action Plan March 2016- March 2019



Focus	Task: Targets/ Objectives Aims taken from schools Equality and Diversity policy.	Actions to be taken	Timescale / Completion date	Resources (All costing is based on reasonable estimates)	Outcomes of proposed development on pupil learning/ Link with RAP /SIP	Success indicator – expected standards to be reached	Evaluation process – methods of evaluating impact	Review date
All protected characteristics	To ensure that children and staff recognise that discrimination on the basis of: Religious belief, colour, ethnicity, learning difficulty, mental or physical disability, gender, sexual orientation, age or social class IS NOT ACCEPTABLE	Annual training for all staff at the start of term. Policies to be available and awareness raised throughout the year Curriculum to challenge all prejudice and community links made to strengthen understanding of different groups.	To be reviewed annually at the end of academic year	Annual training as part of safe guarding, prevent etc. – In house Equity Actions – costed in curriculum action plans	KP1.4 KP3.2 KP3.5	% of incidents reduces with & of repeat offenders reduced term on term. Staff demonstrate confidence in dealing with questions and seize all opportunities to address all discrimination.	LGB to monitor and question termly at LGB for Standards and Curriculum SMSC grid is updated and evidences the success indicator	Termly
All protected characteristics	To ensure the curriculum and displays promote role models young people can positively identify with, which reflects the school's diversity in terms of race, gender, disability and other groups. Further extending links with community, cultural, national & international events.	Appropriate diversity reflected in school curriculum and displays across all year groups Range of multi-cultural experiences integrated into the curriculum with first-hand opportunities to meet people of different ethnic backgrounds / faiths.	Termly review of progress	NA Budget from RE & PSHE	KP1.3	Increase in pupils' participation, confidence and achievement levels remain high as judged by SEF Pupils have enhanced respect for other cultures and their own, appreciating the diverse range of cultures in Britain and the world.	LGB to monitor and question termly at LGB for Standards and Curriculum SMSC grid is updated and evidences the success indicator	Termly
All protected characteristics	To ensure that the progress and	Appropriate strategies and effective support	Half Termly	Nurture groups	KP2.1	All groups of children make good or better	PPM evidence a growing % at ARE	Termly



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	attainment of particular groups of learners, however small the group, are monitored and analysed.	in place to address disparities in the attainment and progress of different groups of pupils; therefore narrowing the gap. Pupil progress meetings include focus on vulnerable groups. Analysis of pupil groupings/sets according to protected characteristics and identified vulnerable groups. Impact of interventions monitored and actions applied to maintain and promote progress.		Intervention support Speech & Language Link		progress from their starting points. Any identified gap is narrowed using national % as a guide. Interventions are swift and QFT impacts directly on progress.	Nurture group evidence good progress from low starting points	
Age	To continue to develop an environment in which all children and staff feel safe enough to express and question views To ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.	Respect is given and received by pupils and staff Age is not used as a factor in either selecting candidates for recruitment or in appraisal recognition.	To be reviewed annually at the end of academic year	Safer recruitment update training – Cost tbc		Questionnaires evidence an increase % of staff confidence in the school & leadership Behaviour and British Values continue to be judged as good or better.	LGB visits focused on pupil and staff voice Annual questionnaire results to be presented to LGB	Annual



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Age	To positively model and promote the value of older people in our society.	Continue to forge strong links with the Royal British Legion through an official affiliation and development of a school standard	To be reviewed annually at the end of academic year	Standard to be funded externally - £600	Children will value older people in our society & recognise the need to continue to remember sacrifices made in British History	Annual representation at the memorial service Equity Action to continue to develop strong links with the RBL Standard to be raised at the Remembrance Service by School Council	LGB visit note Children voice	Annual
Sexual orientation	To eliminate homophobic language and prejudices amongst the children and community.	Staff training on recognising and tackling homophobic behaviour and language. Key Stage Two assemblies directly relating to different types of bullying Newsletter articles to support parent/carer understanding of types of bullying	To be reviewed termly for LGB meeting	No cost – In house	Reduction in incident reports Pupil questionnaires	% of incidents reduces with & of repeat offenders reduced term on term. Staff demonstrate confidence in dealing with questions and seize all opportunities to address all discrimination.	LGB monitor and question HT report termly	Annual
Race	Race Equality Duty: Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.	Information is shared and reported as required Staff aware of racial incidents forms Headteacher completes annual racial incidents return Racial incidents successfully identified and acted upon	To be reviewed termly for LGB meeting	No cost – In house	LGB are fully aware of any incidents and how they have been dealt with	% of incidents reduces with & of repeat offenders reduced term on term	LA monitor and LGB question termly report	Annual



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Disability	Children are seen as individuals and each child's education and care is to be developed in direct relation to their needs and abilities. This eclectic approach is to be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, and behavioural methods, medical and diagnostic issues.	To continue to operate the Speech & Language link provision, ensuring that it uses best practice in provision and integration To be open and welcoming to all pupils and parents with disability; making arrangements where possible to accommodate them practically	Termly	Training for staff Cost of Speech link and Language link Resources dependent on the type of disability the child or parent has	Children's speech and language is improved and gaps in their understanding are being filled. Children feel welcomed and secure in school setting	Provision put in place and gaps are closing All parents, children/stakeholders feel welcomed into the school and any areas that require updating to accommodate them are changed to ensure equality	Testing children using Speech link and Language link Parent/Carer questionnaire Pupil questionnaire Termly Health and Safety walks carried out.	Annual
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This plan should be read in conjunction with the Equality & Diversity Policy and the Accessibility Plan for East Tilbury Primary School & Nursery.