



## Robert Mellors Primary Academy

### Equality Objectives and Action Plan – November 2023

<p><b>Equality Action Plan Rationale for Objective</b></p> <p>To make all members of our community feel welcomed.</p> <p>There is a need open up dialogue and communication opportunities around specified protected characteristics.</p> <p>Children should be taught about the different protected characteristics and be supported their understanding and acceptance of differences</p> <p>Staff need to feel confident in their teaching and discussions around protected characteristics</p> <p>Protected characteristics covered: Race, religion sexual orientation, sex, age</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Images on display reflect diversity</li> <li>• Books in library and classrooms are purchased and referenced with protected characteristics in mind</li> <li>• Texts chosen for curriculum enrichment are representative of different PCs</li> <li>• CPD will take place for all staff</li> <li>• Protected characteristics display in hall is 'interactive' reflecting children's questions, comments and learning</li> <li>• Protected Characteristics display is referred to and updated during assemblies</li> <li>• Children understand what the term 'Protected Characteristics' means and how this is relevant to our community</li> </ul>	<p><b>Governor Involvement</b></p> <p>Nominated link governor; DEIB</p> <p>Focused governor visits</p> <p>DEIB is a standard item on LAB agenda</p>	<p><b>Monitoring &amp; Evaluation Methods</b></p> <p>Pupil and adult voice</p> <p>Observations/learning walks</p> <p>Audit process</p>	<p><b>Reporting Progress</b></p> <p>SEF</p> <p>School Development Plan</p> <p>Governor minutes</p> <p>Link governor reports</p>
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**Objective 1 To develop the school environment and curriculum so that it is representative of protected characteristics within our community.**

Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
Audit our school environment – images, books, vocabulary	Autumn term	Emma Essex Class teachers		
Check that all teaching materials and resources are supportive of teaching about Protected Characteristics e.g. pictures of real people, use of pronouns, use of vocabulary linked to PCs	Ongoing	All staff	All resources are demonstrative of diversity	
Ensure that provision for children with SEND is equitable with their peers and that reasonable adjustments are made as necessary	Ongoing	SENCO – Juliet Clark	CPD for all staff inline with changing needs of the cohort	
Creating an interactive Protected Characteristics display in hall	End of September and ongoing	Emma Essex	Display materials and leadership time Use of websites e.g. No Outsiders, Picture News	
Reviewing images, literature and resources which are displayed and available for use	Ongoing	All staff Emma Essex		
Collecting pupil opinions through pupil voice activities	Spring 2024	Joe Gellion	Leadership time	
Review of subject schemes of learning to ensure that they are representative of the diverse nature of our community	Spring 2024	Subject leaders	Leadership time	
Providing CPD opportunities for staff	Autumn term INSET in July Ongoing	Emma Essex Joe Gellion	Staff meeting – Deepa Vasudevan, September 2023 EDI network meetings – Joe Gellion (through the year) Joint Trust INSET day – July 2024	
Development of a DEI calendar of events e.g. religious celebrations, events e.g. Black History Month to acknowledge and teach about in school to open up conversations		Emma Essex Joe Gellion		
<b>Future Developments</b>				

<p><b>Equality Action Plan Rationale for Objective</b></p>	<p><b>Success Criteria</b></p>	<p><b>Governor Involvement</b></p>	<p><b>Monitoring &amp; Evaluation Methods</b></p> <p>Audit process</p>	<p><b>Reporting Progress</b></p> <p>SEF</p>
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<p>To demonstrate to the whole community that working towards eliminating racist incidents is a priority within our school</p> <p>To audit aspects of school life and identify strengths and areas for development in teaching and learning around race and behaviours around this protected characteristic</p> <p>To access further CPD for all staff members</p> <p>To develop the curriculum so that anti-racism learning (as well as other British Values) is fully integrated</p> <p>To support all stakeholders to demonstrate respect for differences</p> <p><b>Protected characteristics covered:</b> Race and religion</p>	<ul style="list-style-type: none"> <li>British Values displays in all classrooms capturing how learning is related to these</li> <li>AREP learning is built into the school calendar for every year group</li> <li>Any incidences of racism are dealt with fairly and in line with policy</li> <li>Children are taught about racism (at an age-appropriate level) and can identify when it is happening and how to act</li> <li>Racist incidents are reduced</li> </ul>	<p>Work in partnership and regular updates for link governor</p> <p>Standard DEIB agenda item for updating governors</p>	<p>Action plan – evaluation and outcomes from this Stakeholder voice</p>	<p>School Development Plan</p> <p>Governor minutes</p> <p>Link governor reports</p>
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**Objective 2 To achieve the Anti-Racist school award**

Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
Complete anti-racist school award school audit	November 2023	Emma Essex -with input and support from Senior Leaders and Joe Gellion	Leadership time	
Engage with planning meeting with link from Leeds Beckett University to identify action points/objectives	December 2023	Emma Essex	Leadership time	
Communicate intentions with all stakeholders and consult as necessary	Spring term 2024	Emma Essex	Staff meeting, governors meeting, assemblies, letters to parents	
Create display in school around the Anti-Racist school award	Spring term 2024	Emma Essex	Leadership time Display resources	
Create action plan for achieving the award	December 2023	Emma Essex Joe Gellion	Leadership time	
<b>Future Developments</b>				

<p><b>Equality Action Plan Rationale for Objective</b></p> <p>To help children to understand where they fit in in the world</p> <p>Many children do not know important information about where they live/come from</p> <p>Children do not know about their family backgrounds</p> <p>To support children to make links/connect with others through shared experiences and interests</p> <p><b>Protected characteristics covered: All</b></p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>Belonging passports are given to all children to complete</li> <li>Classroom activities/discussions take place around the Belonging passports</li> <li>Children can talk about Nottingham/Arnold and what makes these places unique in the world</li> <li>Children who have moved from other parts of the country/world are able to talk about these places as part of their own story</li> <li>Children can identify the things that make them content</li> </ul>	<p><b>Governor Involvement</b></p> <p>Nominated link governor; DEIB</p> <p>Focused governor visits</p> <p>DEIB is a standard item on LAB agenda</p>	<p><b>Monitoring &amp; Evaluation Methods</b></p> <p>Pupil and adult voice</p> <p>Observations/learning walks</p> <p>Audit process</p> <p>Action plan – evaluation and outcomes from this Stakeholder voice</p>	<p><b>Reporting Progress</b></p> <p>SEF</p> <p>School Development Plan</p> <p>Governor minutes</p> <p>Link governor reports</p>
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**Objective 3 To develop an understanding of ‘belonging’ in all staff and to explore ways of enabling this for all pupils**

Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
Engage all children (and families) in completion of ‘Belonging Passports’ (ensure children new to school access these)	September 2023 and revisit termly	EE All staff		
Carry out learning activities in classrooms around ‘Belonging Passports’	September and revisit termly	All staff		
Carry out ‘Family Tree’ project for all children (home learning)	Easter holiday 2024	EE JG		
Carry out staff CPD around ‘Belonging’ and the impact this has on achievement (social and academic) and self-worth		EE JG	CPD costs and supply cover	
Organise trips in the local area for all children – Arnold and Nottingham. Children to visit places of local interest to help to identify what makes our area unique and somewhere to be proud of	Ongoing	Class teachers	Research and transport costs (kept minimum as local travel)	
Enable children with SEND to engage in targeted activities and opportunities to support their own belonging	Ongoing	SENDCO Class teachers Teaching Assistants	Targeted CPD around SEND needs	
Support all children/adults to understand their responsibility to accept how people are different	Ongoing	All staff	Picture News Books around protected characteristics in library and classrooms	
Invite parents to join children for activities and learning e.g. sports, art		Staff leading clubs		

Complete belonging project (as part of EDI course with Red Hill Teaching Hub) involving year 2 children and their parents – measuring their sense of belonging with the school community. Share findings with staff and parents.	December 2023 – January 2024	Joe Gellion	Leadership time	
Collecting pupil opinions through pupil voice activities	Spring 2024	Joe Gellion	Leadership time	

<b>Equality Action Plan</b> <b>Rationale for Objective</b>  There is a lack of diversity – gender and race/religion in children nominating themselves to be Deputy Head Children  Make a Difference projects in KS2 – increase proportion of boys producing projects  Protected characteristics covered: Gender and Race/Religion	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• More boys are completing Make a Difference challenge project in KS2</li> <li>• Staff identify why less boys are completing the project</li> <li>• Staff identify further ways of engaging boys – consider different subject matter/approaches to creating projects</li> <li>• Parents are engaged</li> <li>• More children with different backgrounds nominate themselves for Deputy Head roles in Autumn 2024</li> </ul>	<b>Governor Involvement</b>  Work in partnership and regular updates for link governor Standard DEIB agenda item for updating governors	<b>Monitoring &amp; Evaluation Methods</b> Audit process Action plan – evaluation and outcomes from this Stakeholder voice	<b>Reporting Progress</b>  School Development Plan  Governor minutes  Link governor reports
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<b>Objective 4 To promote equality of opportunity in enrichment activities for all pupils</b>				
<b>Actions</b>	<b>Timelines</b>	<b>Staff responsible</b>	<b>Resources-Time/CPD</b>	<b>Resources-Financial</b>
Carry out pupil voice	Spring term	EE KS JG	Leadership time	
Carry out staff discussions around possible barriers to engagement and possible solutions/suggestions	Spring term	EE KS	INSET/staff meetings	
Staff to survey children around clubs and other enrichment opportunities	Spring term	EE MH		
Publish/share good news about Make a Difference projects and enrichment with parents/carers	Spring term	EE	Leadership time	
Survey parents regarding enrichment and Make a Difference projects	Spring term	EE	Leadership time	
Share outcomes of surveys and data in relation to enrichment with parents/carers	Spring term	EE		
Further engage with Employment/Careers project (KH)	Autumn and Spring term	KH		
<b>Future Developments</b>				