

## Treeton CE Primary School: Educating for equality: equality action plan 2022/24

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas which 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.

Improvement Priority 3	<b>To ensure equality objectives thread through the culture, ethos and curriculum of our school: embedding anti-racism and gender equality in our school.</b>
Success Criteria:	<p><i>We will know we have engineered success when ...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership at all levels understand their role and contribution to equality</li> <li><input type="checkbox"/> We have a more accurate self-evaluation as a school of where we are at on the journey towards anti-racism and gender equality.</li> <li><input type="checkbox"/> We have identified areas for staff CPD and have a plan in place to develop their understanding of anti-racism and gender equality.</li> <li><input type="checkbox"/> Recruitment procedures, policies and procedures are reviewed to allow for unconscious bias and to reduce the opportunities for bias in relation to anti-racism and gender equality.</li> </ul>

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome
1.To provide a framework and benchmark of the school's journey towards an anti-racism and gender equality culture in school.	HT	<p><b><u>Leadership and management:</u></b></p> <ul style="list-style-type: none"> <li>Begin the process of achieving stage one of the Educating for Equality Mark.</li> <li>The Educating for Equality Mark is made known to children, staff and the wider school community.</li> <li>An audit is carried out to identify areas to develop and improve.</li> <li>The school community understand with precision which aspects need to improve.</li> <li>There is a shared understanding of the need for improving equality for children's education, well-being, school improvement, social justice and global citizenship.</li> </ul> <p><b><u>Staff CPD:</u></b></p> <ul style="list-style-type: none"> <li>Staff receive training focused on equality education and good practice.</li> </ul> <p><b><u>Teaching, Learning, Curriculum and Resources:</u></b></p> <ul style="list-style-type: none"> <li>Curriculum planning and resources are reviewed to ensure that an anti-racist, gender equal approach is embedded and has sustainable impact</li> </ul>	End of the 2023 year	Progress with award	HT	Termly	<p>The school achieves the Allegiance Award (stage one Educating for Equality Award).</p> <p>An audit has identified areas of provision and procedures which need to change in order to embed an anti-racist and gender equal community.</p>
2.To support senior leaders to 'catch the vision' towards an anti-racist and gender equal culture in school.	HT	<p><b><u>Leadership training:</u></b></p> <ul style="list-style-type: none"> <li>Attend leadership development training for school leaders (SLT): embedding anti-racism and gender equality in our school. <ul style="list-style-type: none"> <li>6 x 2 hours sessions</li> <li>12/9; 23/11; 11/1; 6/3; 24/5; 2/7</li> </ul> </li> </ul>		Evaluate impact of CPD termly	HT		

		<b>Training includes</b> <ul style="list-style-type: none"> <li>• an increased understanding of the role of leaders in embedding an equality culture</li> <li>• an overview of the research developments in the field</li> <li>• an understanding of the relevant terms and definitions</li> <li>• an understanding of how to plan effective staff CPD</li> <li>• understanding the difference between diversifying and decolonising the curriculum</li> <li>• an understanding of how to critically evaluate commonly used resources and texts</li> <li>• practised empathetic listening</li> <li>• unconscious bias</li> <li>• the impact of anti-racism and gender equality policies on mental health and well-being of pupils and staff and on recruitment.</li> </ul>	End of the 2023 year			Termly	<p>Senior leaders have improved knowledge of the key areas outlined in training modules.</p> <p>This knowledge impacts on daily practices, policies, procedures, curriculum.</p> <p>Leaders 'catch the vision' for an improved culture of anti-racism and gender equality.</p>
3.To embed an anti-racist and gender equal approach to the curriculum.	HT/ Curriculum lead	<p>Year 2: DSAT INSET DAY focus for all teachers</p> <p>Training for all staff to include:</p> <ul style="list-style-type: none"> <li>• developing racial literacy</li> <li>• de-biasing classroom practice</li> <li>• developing curriculum provision</li> <li>• dealing with racism in schools</li> </ul>	End of the 2023/24 academic year	Evaluate the impact termly	HT Curriculum lead	Termly	<p>A culture of inclusion and justice is built.</p> <p>Curriculum planning addresses injustices</p> <p>Staff are equipped to play their part in the journey towards an anti-racist and gender equal school community</p>