

Rationale for Objective 1:	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress	Impact
<p>Our curriculum content and resources are not fully representative of wider society. The general equality duty requires us to foster positive relations between different groups.</p> <p><b>Protected characteristics covered:</b> race/religion</p>	<p>Children in all year groups will have increased opportunities to develop a strong sense of their identity and the potential for prejudice-based bullying will be effectively addressed.</p> <p>Stereotypes will be challenged.</p> <p>Staff will be more aware of antiracism, unconscious bias and curriculum content and resources will be more inclusive/representative.</p> <p>Staff will consistently be using CPOMS to report incidents relating to the protected characteristics.</p> <p>Children will know about and value each other’s cultures and religions. This can be further enhanced by the work of the Young Interpreters in school when leading school tours for new starters or supporting new pupils to school.</p>	<p>Nominated link governor- equality &amp; inclusion</p> <p>Focused governor visits</p> <p>Finance Committee (oversight of training &amp; resource budget)</p> <p>T&amp;L Governor has oversight of curriculum</p>	<p>Review of this action plan (termly)</p> <p>Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews.</p> <p>Through conversations with children (pupil voice questionnaires)</p>	<p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p> <p>EAL action plan</p> <p>EAL termly MSR</p>	<p>Staff will be using CPOMS more effectively to report incidents related to the protected characteristics.</p> <p>The website has been updated and is much more informative for all stake holders in relation to the EDI objectives and our approach to teaching Fundamental British Values at Round Hill.</p> <p>Children are clear and articulate about the importance of equality and understand Fundamental British Values.</p> <p>The admissions process ensures good information gathering for new pupils particularly with regard to race and religion which can then be shared with key staff.</p>

**Objective 1:** To reduce prejudice and increase understanding of equality, diversity and inclusion more specifically an understanding of race equality by the whole school community including SLT, Governors, staff, pupils and parents.

Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial	
<p>1.1 Staff CPD focused on unconscious bias/ EDI/anti-racism/ the inclusive curriculum</p> <p>1.2 All staff to be included and actively involved</p>	Autumn 2022 – Summer 2023	EAL coordinator & deputy headteacher	Staff meetings x 2 NCC Anti-racism Toolkit	Budget to be identified for staff meetings	
1.3 Audit current resources/provision through our curriculum offer for each phase with regard to the protected characteristics of race and religion	Autumn 2022 (with some audits taking place during curriculum development Spring 2023)	EAL coordinator & deputy headteacher  Phase leaders	Staff meeting Subject Leader time	Budget to be identified for resources	
1.4 Consciously include key texts and lessons which challenge racial and religious stereotypes and are representative of modern-day society.	Spring 2023 onwards	All staff	Subject Leader time Shared scanned version of EDI books with all staff to make these easily accessible at any time Create an EDI section of the library for children and staff to use and access. Ensure these are clearly stickered to avoid them getting lost and make these more easily identifiable for staff to use in the classrooms.	Budget to be identified for resources	
1.5 Consult pupils and parents/carers re the impact of the implemented changes through a survey/questionnaire	Summer 2023	Equality Governor  EAL coordinator & deputy headteacher	Focus group/survey School council meeting		
<b>Future Developments</b> Establishment of focus group to include representation from all stakeholder groups to further	Autumn 2023 – Summer 2024	Equality Governor  EAL coordinator & deputy headteacher	Meeting with equality governor		

embed EDI across the whole school Develop a Diversity Champions Group					
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Equality Action Plan Rationale for Objective 2	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress	Impact
<p>Writing is a whole SIP and SEF school focus this year.</p> <p>Currently writing objectives from the entry data indicate that writing pupil outcomes are significantly lower for these pupils:                      - SEND (SEN support, EHCP, specific needs, broad area of need – check first for decide on data)                      - EAL 39% at ARE or above</p> <p>The appraisal system has changed and UPS teachers are being asked to focus on a specific key group in writing to improve pupil outcomes.</p> <p><b>Protected characteristics covered:</b> race and disability</p>	<p>Work collaboratively with the writing subject leaders to identify areas of concern and next steps.</p> <p>All UPS teachers to have a key group to support with writing progress linked and measurable as an appraisal target. These will be reviewed in appraisal and pupil progress meetings.</p> <p>Teachers and ATs will update the EAL LPAs termly with the children’s progress. A good level of progress will be expected in the writing section across the year (6 new areas achieved).</p> <p>Teachers and ATs will regularly assess and update the SEND children’s writing progress on the Connecting Steps/B squared programme.</p>	<p>Nominated link governor- equality &amp; inclusion</p> <p>Focused governor visits</p> <p>T&amp;L Governor has oversight of curriculum</p>	<p>School Improvement Plan SEF Staff appraisal targets Interventions impact EAL coordinator to monitor the progress made against the EAL LPAs and coach staff who are not achieving this. SENCo staff to monitor the progress made against the Connecting Steps/B Squared writing objectives and coach staff who are not achieving good progress. Meeting with the writing subject leaders to identify progress made and next steps.</p>	<p>School SEF School Improvement Plan Head Teacher Report to Governors Link Governor Visits EAL action plan EAL termly MSR</p>	<p>Previous training on EAL LPAs and the Connecting Steps/B squared programme will be used to provide staff with smaller and more specific writing targets for EAL and SEND learners. Writing provision will become much more tailored and needs based as a result.</p> <p>These children will show good progress being made in writing in their EAL LPAs from Autumn to Summer 2023.</p> <p>SEND children will show small step progress being made against the Connecting Steps/B squared assessment with teachers regularly updating this.</p> <p>UPS staff will be supporting the children to make accelerated progress in writing and sharing good practise with the rest of the team.</p>
<b>Objective 2:</b> To improve writing attainment for EAL and SEND children.					
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Resources - Financial	
2.1 Writing appraisal objectives to be shared with all staff and UPS teachers key group areas to be shared with staff.	October 2022	Deputy headteacher	INSET day session		
2.2 INSET day session to share writing areas and key focuses for this year.	October 2022	Writing subject leaders	INSET day session		
2.3 Staff CPD refresher training on Connecting Steps/B squared provided. More support and additional coaching provided for new staff and ECTs.	By the end of term in December 2022	SENCoS	INSET day session Additional 1:1 meetings or small group ‘drop in’ sessions provided	Cost of Connecting Steps subscription	
2.4 Staff CPD refresher training on EAL LPAs provided. More support and additional coaching provided for new staff and ECTs.	By the end of term in December 2022	EAL coordinator	Autumn 2 staff training session Additional 1:1 meetings or small group ‘drop in’ sessions provided		
2.5 Ideas for best practise for supporting EAL and SEND writers to be shared fortnightly during all staff briefing meetings on a Friday.	Ongoing	EAL coordinator SENCo			
2.6 Regular coaching and drop in sessions to provide staff with further support in place.	Ongoing	EAL coordinator SENCo	Drop in session time slots Cover needed		

Equality Action Plan Rationale for Objective 3	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress	Impact
<p>Feedback from parents indicates that information is spread across many platforms and is often harder to find on Class Dojo.</p> <p>The current EDI objectives are out of date and there is no mention of these on our school website.</p> <p>The website currently lacks detailed information about EDI and misrepresents how much work is going in school for all stakeholders.</p> <p><b>Protected characteristics covered:</b> ALL</p>	<p>The website is being used in a more impactful way and as the first place to go to for information.</p> <p>Parents understand which digital communication to use for different purposes better:</p> <ul style="list-style-type: none"> <li>- Tapestry: EYFS learning, progress and development</li> <li>- Class Dojo: communicate directly with the teachers/ATs</li> <li>- Website: all school related information particularly with regards to equality, diversity and inclusion.</li> </ul>	<p>Nominated link governor-equality &amp; inclusion</p> <p>Focused governor visits</p> <p>Governing board to improve the new Equality policy for 2022.</p>	<p>Review of this action plan (termly)</p> <p>Parent questionnaires</p> <p>Meeting with key staff including subject leaders and phase leaders.</p>	<p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p> <p>EAL action plan</p> <p>EAL termly MSR</p>	<p>The website is updated for the use of all stakeholders and provides clearer information with regards equality, diversity and inclusion at Round Hill.</p> <p>Ensure the website reflects and shares pupil voice and work around equality, diversity and inclusion.</p> <p>Ensure that the school website is reflective of our diverse pupil population</p>
<p><b>Objective 3</b> To improve and enhance the digital communications for all stake holders with a particular focus on including content and improving accessibility for hard-to-reach groups to increase engagement with the school website.</p>					
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Resources - Financial	
<p>3.1 The Round Hill Equality Policy is updated for 2022 with a protected characteristics section which is also linked to the school values and our curriculum. The website clearly sign posts this for all stakeholders. This is also shared with all staff.</p>	<p>By December 2022</p>	<p>Headteacher Deputy headteacher T&amp;L leader EAL coordinator</p>	<p>Cover and release time</p> <p>Time needed to share updated version of the policy and get this approved.</p> <p>Share the policy with governors and have this approved.</p>	<p>Cover and release time</p>	
<p>3.2 The website provides detailed information about the teaching of and incorporation of Fundamental British Values in our curriculum including some examples in each phase.</p>	<p>Spring term 2023</p>	<p>EAL coordinator Phase leaders T&amp;L leader PHSE leader</p>	<p>Cover and release time</p> <p>Time needed to meet with the PHSE leader and liase with phase leaders and the T&amp;L leader.</p>	<p>Cover and release time</p>	
<p>3.3 The website has a regularly updated Equality, Diversity and Inclusion champions section which shares their vital work around school and their voice.</p>	<p>Summer term 2023</p>	<p>EAL coordinator</p>	<p>Friday lunchtime – Equality, Diversity and Inclusion Club</p>	<p>Cover and release time</p>	
<p>3.4 The website has a page specifically for new EAL parents with less language and support to use the translate feature. This would support those parents with a child who joins mid-phase.</p>	<p>Spring term 2023</p>	<p>Headteacher Reading/library volunteer and coordinator EAL coordinator</p>	<p>Time needed to meet with headteacher and G.C.</p>		
<p>3.5 Work collaboratively with the computing leader to send out a parent audit about digital communications particularly with regards how the website is used and what information they might feel is missing.</p>	<p>Spring term 2023</p>	<p>EAL coordinator Computing leader</p>	<p>Forms link created to share with parents</p> <p>Time to analyse the responses</p>		
<p>3.6 Analyse parent responses and produce a ‘You said... we did’ response and share this with parents and staff. Make adaptations to the website based on the suggestions.</p>	<p>Summer term 2023</p>	<p>EAL coordinator</p>			