

## 8: Action Plan

### Making progress on equality issues

Priority issue and objective	Category	Diversity strand	Tasks	Key Responsibility	Review date
1 Ensure children eligible for FSM and PPG develop a positive attitude towards school, attend regularly and attain well.	SDP priorities: No child left behind and vocabulary for life and learning	Financially disadvantaged pupils	<ul style="list-style-type: none"> <li>• Work closely with the HfL Adviser to establish positive approaches to working with PPG and FSM focused on raising attainment</li> <li>• Further develop the work of the PPG lead on PPG champions</li> <li>• Have a holistic approach to learning that ensures that PPG children have broad and wide opportunities across the curriculum developing their cultural capital.</li> <li>• Carefully track the attainment and progress of all PPG children as individuals as well as a group.</li> <li>• Place specific focus on establishing a love of reading for PPG children and ensure these children have access to good quality books they can call their own.</li> <li>• Place specific focus on ensuring that vocabulary is a key focus for all – develop vocabulary at all tiers and ensure pupils understand the vocabulary needed beyond the ‘technical’.</li> </ul>	Assistant Head: Hannah Carter	Termly

#### Review/impact assessment notes

2	School staff to be confident applying their increased awareness of the impact of trauma and attachment in children and the impact this has on children’s academic and emotional development - especially children looked after or adopted from care. This is pertinent in supporting the pupils’ development of positive mental well-being.	School Policy	Mental Health	<ul style="list-style-type: none"> <li>• Revisit and reinforce training on the impact of trauma, attachment and adverse childhood experiences.</li> <li>• Extend the mental health support available by ensuring newly appointed mental health support staff and pastoral staff are trained in appropriate interventions</li> <li>• Revisit the My World and Me programme to support all support staff in delivering this</li> <li>• Focus interventions on younger children to support positive start</li> <li>• Pastoral team to be more readily available to support across the school rather than being relied upon for the most challenging children.</li> </ul>	<p>HT/Mental Health Lead: Lucille Pollard</p> <p>Mental Health Lead/SENDCo: Fran Elliott</p> <p>Assistant SEND Co: Eleanor Buckman</p> <p>Pastoral Team</p> <p>Mental Health Support Team</p>	Termly review
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**Review/impact assessment notes**

3	Embed the work around the curriculum so that the celebration of black history and the history of other cultures, alongside the achievements of people with additional learning needs, including physical needs and neurodiversity, continues to develop and becomes a natural focus for staff, ensuring positive images and role models are presented for all pupils to aspire to.	SDP priority: The school in the community and No child left behind.  School Policy: British Values	Cultural Diversity  SEND	<ul style="list-style-type: none"> <li>• Maintain a healthy focus on curriculum development and role models so that staff begin to naturally reflect on the choices of material in the curriculum.</li> <li>• Provide considered stimuli for P4C sessions that will help staff develop their knowledge and experiences and support this work.</li> <li>• Continue to purchase new texts that will support the role models available to children and ensure all children are able to see themselves reflected in the curriculum.</li> <li>• Reflect with a critical eye on the resources we use – be open to discussions to support a wider perspective.</li> </ul>	<p>Assistant Head: Jamini Arora</p> <p>Assistant Head/SEND Co-ordinators: Fran Elliott and Eleanor Buckman</p>	July 2024
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**Review/impact assessment notes**

4	Increase understanding between religious groups and different cultural backgrounds to support the British Values of mutual respect and tolerance.	School Policy: British Values	Cultural Diversity	<ul style="list-style-type: none"> <li>• Ensure the wider curriculum and hidden curriculum effectively supports the understanding of all religious groups and cultures.</li> <li>• Embrace the work around the new Herts Agreed Syllabus for RE ensuring all staff are confident in the delivery.</li> <li>• Celebrate all the major religious festivals in assembly and enhance the experience by inviting in visitors who can give first-hand experience.</li> <li>• Establish a key focus on British Values and use P4C sessions to positively encourage these and challenge and reflect on opinions that do not embrace these.</li> </ul>	Assistant Head: Jamini Arora  RE Lead: Tazmin Kalyan	Termly
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**Review/impact assessment notes**

5	Narrow the gap in performance of disabled pupils and pupils with SEND.	SDP priority: No child left behind	Disability	<ul style="list-style-type: none"> <li>• Staff to identify vulnerable children early on, particularly in pupil progress meetings.</li> <li>• Further develop work around the celebration and understand of neurodiverse thinkers and learners.</li> <li>• Children to be given a voice via champion and neurodiverse groups.</li> <li>• All vulnerable children to be acknowledged when they arrive to school with additional check ins.</li> <li>• Adults to listen to vulnerable children read throughout the week and write in their reading diary</li> <li>• Enhance the learning experience of SEND children through teams of staff rather than specific 1:1 staff.</li> </ul>	Assistant Head/SEND Co-ordinators: Fran Elliott and Eleanor Buckman	On going
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**Review/impact assessment notes**


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6	Anticipate the needs of incoming pupils who arrive with little or no English enabling them to feel safe and settled quickly.	School Policy/ SDP: Vocabulary for life and learning and No child left behind	Vulnerable Group: EAL	<ul style="list-style-type: none"> <li>• From onset ensure classroom staff have learnt to greet child in first language.</li> <li>• Purchase at least 3 books in the home language if possible.</li> <li>• Ensure pupil has appropriate support at break times.If possible find an older peer in school who speaks the home language to support this</li> <li>• Establish pictorial resources of basic language needs e.g toilet, lunch, pencil, book etc.</li> <li>• Complete initial assessment of language stage within 2 weeks of joining school.</li> <li>• Liaise regularly with EAL lead to ensure appropriate plan of action in place.</li> <li>• Monitor progress carefully through pupil progress discussions</li> </ul>	Assistant Head: Jamini Arora	On going as required
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**Review/impact assessment notes**

7	Support pupils' career aspiration for the future by providing positive role models and exciting opportunities to find out more; focus specifically to support the improved attainment for boys reading and girls in maths and science.	DDA	Disability	<ul style="list-style-type: none"> <li>• Ensure curriculum developments positively encourage boys reading in the earliest years and girls ambition in the latter years.</li> <li>• Ensure all opportunities to promote positive role models for both genders are taken.</li> <li>• Maintain the effective work started as part of science week to promote women in science.</li> <li>• Ensure the curriculum positively reflects all genders and avoids stereotyping.</li> <li>• Carefully monitor the attainment of both genders and look for gender gaps with a key focus on early years and end of KS1 to aim to address issues early.</li> </ul>	Deputy Head Teacher: Wendy Seabrook	On going
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**Review/impact assessment notes**

8	Maintain a positive and proactive approach to making all aspects of school accessible to all.	School Policy: School Values	Gender Disability	<ul style="list-style-type: none"> <li>• School business manager to maintain the accessibility plan keeping positive eye on the changing needs of the YM community.</li> <li>• Senior Leaders to reflect termly on accessibility of teaching, learning and opportunities to all children and staff</li> </ul>	School Business Manager: Simone Gavin Senior Leadership Team	On going
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**Review/impact assessment notes**

9	Policy review	Statutory	All	<ul style="list-style-type: none"> <li>• Continue to ensure annual review of policy and reporting of impact assessments.</li> </ul>	Leadership team	Ongoing
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**Review/impact assessment notes**

10	Stakeholder consultation	Statutory	Disability Gender Ethnicity	<ul style="list-style-type: none"> <li>• Ensure consultations with all stakeholders include diversity strands.</li> <li>• Conduct more detailed questionnaire during parent evening every 2 years</li> </ul>	Governors	Ongoing
<b>Review/impact assessment notes</b>						
11	Impact assessment	Statutory	All	<ul style="list-style-type: none"> <li>• Ensure consistent reporting to GB and return of statutory proforma to LA and DCSF when required.</li> </ul>	HT and leadership team.	Ongoing
<b>Review/impact assessment notes</b>						
12	Communication and publishing	Statutory	Disability Gender Ethnicity	<ul style="list-style-type: none"> <li>• Ensure communications with the school community are accessible and easy to read,</li> <li>• Update our website to include more explicit reference to our commitment to equality and diversity,</li> <li>• Tell the school community about equality plan and make appropriate copies.</li> <li>• Investigate service for translating documents into other languages</li> </ul>	HT and GB	On going
<b>Review/impact assessment notes</b>						