



Progress towards these objectives is reviewed annually and summarised every three academic years. This Equality Action Plan forms part of our annual school improvement plan.

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
Eliminate discrimination, harassment and victimisation	<p>To increase the staff team's understanding of equality related to sexual orientation and in this way reduce/eliminate prejudice-based language and/or promote respect for difference. This will be achieved through training all staff, at least every two years, on how to deal with and challenge homophobic language, ensuring that at least 90% of staff feel confident in dealing with this issue</p> <p>2019: In addition to the above, we have now added aim to reduce prejudice based on mental health issues by promoting understanding of mental health and wellbeing.</p>	<ul style="list-style-type: none"> School representative attendance at LA training on homophobic bullying Adapt LA materials on homophobic language for school training School training in Summer 13 (teaching staff) and in Autumn 13 (all staff) with follow up consultation about whether staff confidence issues in dealing with homophobic language have been addressed Include information and reminders in annual staff handbook (and for all new staff) Repeat training periodically Mental Health initiatives including the Happiness Project (with one week devoted to celebrating difference), School Wellbeing policy, Staff mental health focus Inclusion of staff discussion and training, 	<p>Termly Behaviour report to Governors records all discriminatory incidents</p> <p>Staff confidence in challenging and dealing with homophobic and transphobic language to be measured before and after any training. Staff to be asked whether further support/training is needed.</p> <p>Govs Behaviour and Safety Committee to monitor through analysis and challenge of behaviour reports</p> <p>Reports to governors on school's mental health initiatives</p>	Head teacher	<p>Initial training in Summer and Autumn 13</p> <p>Repeat training Aut 15 and every two years</p> <p>First aid Mental Health training for all staff Jan 2018/ follow up training March 2019</p> <p>Staff handbook updated and distributed every year – Sept.</p>	<p><u>Summer 15 progress at end of first stage of plan:</u> <i>All staff have received training on challenging homophobic language. Include reminders in the staff handbook annually and re-training when necessary.</i></p> <p><u>Spring 2019 progress at the end of the second stage of the plan</u> <i>Continue to repeat staff training on how to challenge homophobic language including annually in Sept INSET and information in staff handbook.</i> <i>Spring 19 all staff trained in MHFA to raise awareness</i> <i>Offer this training to future new staff</i></p> <p><u>Autumn 2021 progress at the end of third stage of the plan</u> <i>Number of discriminatory incidents in school remains very low and all are isolated (and verbal) incidents. Continue to report on discriminatory incidents (including homophobic and transphobic incidents) to Governing Body and to analyse any trends.</i></p>

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	2021: We have extended this target to include specific target related to staff confidence in challenging transphobic language.	where needed, to ensure confidence in challenging transphobic language: e.g. discussion of specific scenarios and language to use				<p><i>Continue to repeat staff training on how to challenge homophobic language including annually in Sept INSET and information in staff handbook.</i></p> <p><i>Continue for Mental Health awareness to have a high profile within the school, openly discussed with children, staff and families.</i></p> <p><i>Work has begun and will continue with external agencies (e.g. CSSA, swimming baths, PGL) to support the development of inclusive policies for pupils who identify as a different gender.</i></p> <p><i>Gender neutral toilets already available throughout the school.</i></p>

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<p>Advance equality of opportunity between different groups</p>	<p>To provide additional support as needed so that there is equality of progress of children of different ethnic groups (and who speak different languages) at KS2</p>	<ul style="list-style-type: none"> • Develop processes for identification and tracking of proficiency in English for children across the school, from all ethnic groups. • Provide targeted support for children with lower levels of English fluency to ensure equality of progress by the end of KS2 • Track in detail the progress of EAL/non EAL group in different cohorts, report to govts and to staff 	<p>Governors Teaching Learning and Standards Committee to monitor this target through analysis of attainment and progress data for all groups including specific comparison of EAL / non EAL group attainment and progress.</p>	<p>Head teacher, Inclusion leader and class teachers</p>	<p>Tracking in place by Sept 13</p> <p>Additional targeted support in place where necessary from Sept 13</p> <p>Additional support provided for individual children at lower level of English proficiency.</p>	<p><u>Summer 15 progress at end of first stage of plan:</u> <i>Provision in place for EAL learners at different levels (developed with school staff, external consultant support and governors) – to be implemented and shared with parents from September 2014.</i></p> <p><i>Ongoing training for staff in supporting EAL learners.</i></p> <p><u>Spring 2019 progress at the end of the second stage of the plan</u> <i>Ongoing monitoring of attainment of EAL / non EAL groups show small (if any) gaps</i> <i>Continue training for staff as needed.</i></p> <p><u>Autumn 2021 progress at the end of the third stage of the plan</u> <i>School attainment data shows that the EAL learner group achieves as well as non EAL learner group in Reading, Writing and Maths (between +/-10% for R, W, M for each of the last three years).</i> <i>Continue to track and report this data to governors and analyse for any trends given the changing nature of this group (mobility in the local area). Continue to provide training for staff.</i></p>

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Foster good relations between different groups	<p>For all children to learn about all the major world faiths through a well-planned and taught RE curriculum; for all children to have visited the place of worship of at least four major world faiths by the time they leave the school at the end of Year 6</p> <p>2021: update this target to include : all children to have visited the place of worship of at least five major world faiths (currently: Christian church (all years), Buddhist centre (Y2), Mosque (Y3), Hindu Mandir (Y4), Sikh Gurdwara (Y5), Synagogue (Y1 and Y6))</p>	<ul style="list-style-type: none"> • RE curriculum reviewed and implemented from Sept 18 • World faith topic for Y1-6 in Spring term each year. • Visits to places of worship an integral part of this learning. • Links made to the local places of worship for ongoing learning partnership wherever possible. • Virtual visits arranged when restrictions were in place 	<p>Governing Body to monitor this target through HT's termly reports to govs including lists of trips that have taken place.</p> <p>Children's learning in RE to be monitored, plus numbers of discriminatory incidents monitored to show impact of this work on fostering good relations.</p>	<p>RE subject leader</p>	<p>From 15/16 academic year (trips in place before this for some year groups and topics) Trips continue post changes to RE curriculum 2018/19</p> <p>Trips continue each year, as part of planned curriculum, plus visits from members of the faith community (often school families).</p>	<p><i>Target included from second stage of plan only</i> <i>Spring 2019 progress at the end of the second stage of the plan</i></p> <p><i>New RE syllabus adopted which includes range of world faith studies and continuing visits to places of worship</i> <i>e.g. Spring 2019 visits</i> <i>Rec – Christ Church</i> <i>Year 1 – Belsize Park synagogue</i> <i>Year 2 – Buddhist Centre, Bethnal Green</i> <i>Year 3 – Regent's Park Mosque/Holy Trinity Church NW3</i> <i>Year 4 – Hindu Mandir, Neasden</i> <i>Year 5 – Shepherd's Bush Gurdwara</i> <i>Year 6 – Camden Jewish Museum</i></p> <p><i>Autumn 2021 progress at the end of the third stage of the plan</i> <i>Trips have continued each year, including virtual visits wherever possible during coronavirus pandemic restrictions.</i> <i>Five major world faiths now covered consistently by the trips.</i> <i>No religion-related discriminatory incidents recorded.</i></p>

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Accessibility Plan	To make reasonable adjustments for disabled pupils so that pupils with individual needs can take part in all aspects of school life	<ul style="list-style-type: none"> Continue to source and purchase additional resources for disabled pupils where appropriate Continue to provide additional adult support for activities, clubs or trips to support disabled pupils 	Governors Teaching Learning and Standards committee to monitor impact through reports from Inclusion leader and Head teacher	Head teacher and Inclusion leader	Ongoing	<p><u>Summer 15 progress at end of first stage of plan</u> <i>E.g. considerable adjustments made to support a pupil in wheel chair for 6 weeks in Autumn 2013, including full access to trips and curriculum.</i></p> <p><u>Spring 2019 progress at the end of the second stage of the plan</u> <i>E.g. Adjustments made to ensure pupil with visual impairment took full part in the curriculum and activities including a whole school production</i></p> <p><u>Autumn 2021 progress at the end of the third stage of the plan</u> <i>E.g. temporary adjustments made to timetabling and support for pupils with long term, serious and chronic illnesses (e.g. additional adult support on trips, changes to timetable, support with medication to attend residential trip)</i> <i>No pupils have missed out on any opportunity or activity due to disability access issues.</i></p>
Accessibility Plan	To improve the physical environment to make the school site more accessible for disabled people	<ul style="list-style-type: none"> Increased accessibility to the school site and to as many areas of the school building as possible remains a priority for our 'suitability' building project 	Governing Body to monitor impact in the long term through admission of pupils with disabilities, recruitment of staff with disabilities or welcoming visitors with disabilities.	Governing Body	Initial planning process from Summer 13 Building phase 2015 and 2016	<p><u>Summer 15 progress at end of first stage of plan</u> <i>Building is due to start before end of Summer term 2015 – level access to site is included in plan, plus levelling of access into building at other points</i></p> <p><u>Spring 2019 progress at the end of the second stage of the plan</u> <i>2015 & 2016 building project created</i></p> <ul style="list-style-type: none"> - <i>Step free access to site</i> - <i>New wheelchair friendly disabled toilet</i>

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						<p>- <i>Step free access to KS1 classrooms and hall</i> <i>Ongoing monitoring of access issues including for parents and visitors</i></p> <p><u><i>Autumn 2021 progress at the end of the third stage of the plan</i></u> <i>Whole of ground floor now accessible to those with physical impairments; adjustments to classrooms used would be made to accommodate pupils with physical disabilities.</i> <i>Ongoing monitoring of access issues including for parents and visitors.</i></p>