

APPENDIX TWO (a) Kingsmead's EQUALITY ACTION PLAN (including Accessibility Plan) 2021-24

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames
Eliminate discrimination, harassment and victimisation	Incidents of bullying and harassment (including sexual harassment) are appropriately dealt with according to the school's Behaviour Policy.	<ul style="list-style-type: none"> incidents of harassment (including sexual harassment) and bullying are recorded and analysed on a termly basis. 	SLT Meetings	Senior Leadership Team	Termly
		<ul style="list-style-type: none"> Incidents are recorded as they occur with follow up actions including parental contact and support for children involved. 	Report to Curriculum Committee	Associate Head	
		<ul style="list-style-type: none"> analysis of incidence of red cards in terms of SEN, Gender, FSM and EAL are made termly. 		Senior Leadership Team	Termly
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	<p>No member of the school community is discriminated on the grounds of any protected characteristic.</p> <p>Monitor the engagement of FSM /PPG pupils in extra-curricular activities.</p>	<ul style="list-style-type: none"> Pupil, Parent and Staff Reviews (Questionnaires) include questions relating to discrimination, bullying and harassment. Use contextual information to identify vulnerabilities and proactively engage targeted families in order to address any issues in under - represented groups Whole school training on unconscious bias. Ensure removal of any obstacles and that pupils and parents are targeted and encouraged to participate in events and after school 	<p>Club listings checked termly (Breakfast club/Activity hour/Other clubs)</p>	<p>Senior Leadership Team and Inclusion Team</p> <p>Inclusion Team and Associate head</p>	On going

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		clubs. This includes free breakfast club			
Advance equality of opportunity between different groups	Narrow the gap in attainment (numbers achieving age expected levels) between children who receive Free School Meals and those who do not.	<ul style="list-style-type: none"> Use termly assessment data to target children on FSM/PPG and prioritise for interventions (see PPG Plan and review on Kingsmead Website). Allocate interventions from trained support staff (Academic mentors, Teaching and learning associates) and specialist teachers to children who are FSM/PPG who are not achieving age expected levels. 	Pupil data analysis of FSM in reading, writing and maths from Year 1 to Year 6	Inclusion Manager/SLT	Termly
	Narrow the gap in attainment (numbers achieving age expected levels) between children who receive a Pupil Premium grant and those who do not.		Pupil data analysis of PPG from nursery to year 6	Inclusion Manager/Deputy Head/SLT	Termly
			Review and report to Governors.	Associate Head	Termly
			FSM pupils to make accelerated progress and		On going

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	Narrow the gap in attainment (numbers achieving age expected levels) between SEND and non-SEND.	<ul style="list-style-type: none"> Raising Achievement Meetings, SEND reviews and termly assessments track progress of SEND children and enable targeted support from SENCO, other senior leaders and specialists to ensure continued progress. 	be provided with appropriate interventions	Senior Leadership Team/ Inclusion Team/SENCO	On going
	Ensure that SEND children can access the curriculum through Quality First teaching and / or planned adaptations	<ul style="list-style-type: none"> Subject Leads to develop a subject overview which includes accessibility for SEND children. 	Pupil data analysis of SEND from nursery to year 6	Associate Head / Executive Head	On going
		<ul style="list-style-type: none"> SEND training for all staff to identify and support children's needs – see annual training schedule 	SDP Reviews	Curriculum Lead and subject leads Inclusion Manager/SENCO	On going
	Narrow the gap (numbers achieving age expected levels) between under performing groups and	<ul style="list-style-type: none"> Termly analysis of outcomes (assessment and raising achievement 	Curriculum review meetings. SEND data analysis		Termly

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	<p>those making good progress.</p> <p>Ensure that recruitment of staff takes into account the diversity of the community served.</p> <p>Ensure fair use of the playground, equipment and participation by all children.</p>	<p>meetings) identifies underperforming groups and individuals and these children are targeted to receive interventions (analysis includes: ethnicity, gender, EAL, PPG, term of birth, SEN)</p> <ul style="list-style-type: none"> • Monitoring of ethnicity, disability and gender with regards to recruitment, training and promotion. • Monitoring visits by SLT to playground to view participation and put in actions to redress imbalance eg additional girls football sessions. 	<p>Pupil consultation, assemblies and School council</p> <p>SDP Reviews</p>		

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	Staff Training that highlights and addresses issues of inequalities	<ul style="list-style-type: none"> • Cohort profiles with groups identified provided to all staff. • 			
Foster good relations between different groups	<p>Raising Awareness of the Single Equalities Policy</p> <p>To continue to host and attend events which promote and celebrate difference and diversity in community</p>	<ul style="list-style-type: none"> • Publish policy on updated school website, staff briefing and assemblies. • Planned parent workshops / information sessions on school's actions around MHWB, SEND support and empowerment curriculum. • Coordination and planning of whole school events eg International Evening, Dance and Drumming shows, Summer Fair (celebrations) 	<p>Governing Body</p> <p>Parent Review surveys</p>	<p>Governor for Equality</p> <p>Inclusion Team</p>	<p>Yearly</p> <p>On going</p>

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Accessibility - premises	To ensure that, as far as possible, the physical environment is accessible to all users.	<ul style="list-style-type: none"> • Review accessibility arrangements for pupils, parents, staff and users in the building. • Repositioning of classes to accommodate need of disabled pupils where necessary – adjust classroom location as specific children move up the school to remove need for 2 classrooms upstairs for example. • Improve and maintain signage around school including clear visuals. 	SDP review	<p>Associate Head and Executive Head</p> <p>Premises Manager</p> <p>Class teachers and Inclusion Team</p>	On going

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		<ul style="list-style-type: none"> Seek advice and support from external specialists to improve environmental access for SEND pupils eg Teachers for the hearing and sight impaired and specialist ASD support. 			
Curriculum	Develop a curriculum (LEAP Empowerment Curriculum) that is representative and relevant to the school community and wider community in Hackney .	<ul style="list-style-type: none"> Remove Black History Month from our special weeks and make a commitment to ensuring that Black History is taught all year round and woven throughout the curriculum. Change the English curriculum and Foundation subjects to ensure these objectives are met. 	<p>Analyse units of work</p> <p>Assess impact of changes made</p> <p>CPD audit and review.</p>	<p>Associate Head and Curriculum lead</p> <p>SENCO</p>	On going

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	Increase access to the curriculum for pupils with a disability.	<ul style="list-style-type: none"> • National and extended Curriculum provides learning about zero tolerance to all types of discrimination and harassment and this is modelled by all members of staff. • Training (including medical) to enable relevant staff to use and support use of specific resources to ensure all pupils are able to access the curriculum. • Audit Power of Reading texts and purchase new texts which represent the Kingsmead community. • Ensure all foundation subjects including historical figures 	PM for all staff.		

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		<p>represent the children's ethnic and cultural backgrounds (adapt Take One Picture and Jigsaw scheme to ensure representation in external/published schemes).</p> <ul style="list-style-type: none"> Assemblies / music / enrichment opportunities are all checked to ensure a broad range of backgrounds and cultures are represented. Monitoring by SLT ensures that teachers use visuals, worksheets, displays and other resources that are representative and relevant to the school community. 			

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This Equality Plan sets out the Equalities Objectives 2021-2024 and is referenced in our school development plan