



Kneesall C of E Primary School
Equity, Diversity and Inclusion Objectives
2023-2026



Objective 1: To increase understanding of equity, diversity and inclusion by the whole school community including SLT, Governors, staff, pupils and parents

Rationale for Objective 1	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
<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>All protected characteristics to be covered.</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 anti-racism, unconscious bias and curriculum content and resources will be more inclusive/representative</p> <p>Children will know about and value each other's cultures and religions</p> <p>Children will know about and value different families.</p>	<p>Nominated link governor for equality & inclusion</p> <p>Focused governor visits</p> <p>Finance Committee (oversight of training & resource budget)</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 Development Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
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>	<p>September 2023 INSET day</p> <p>Summer 2023 – Summer 2024</p> <p>Ongoing</p>	<p>HT</p>	<p>NCC Anti-racism Toolkit</p> <p>EM to attend EDI Focus group</p> <p>Staff meetings around our EDI and British values curriculum</p>	<p>Budget to be identified for staff meetings</p>
<p>1.3 Audit current resources/ provision through our curriculum offer for each</p>	<p>Summer 2023</p>	<p>Subject Leads</p>	<p>Staff meeting Subject Leader time</p>	<p>Budget to be identified for resources</p>

subject area with regard to the protected characteristics				
1.4 Consciously include key texts and lessons which challenge stereotypes and are representative of modern-day society.	Autumn 2023	All staff	PPA time for incorporating into curriculum.	Budget to be identified for resources
1.5 Consult pupils and parents/carers re the impact of the implemented changes through a survey/questionnaire	Spring 2024	Equality Governor/HT	Parents Forum /survey School Council Meeting	N/A
Future Developments: Establishment of focus group to include representation from all stakeholder groups to further embed EDI across the whole school develop a Diversity Champions Group	Autumn 2023 – Summer 2024	Equality Governor/HT		

Objective 2 To continue to promote equity of opportunity in enrichment activities.

Rationale for Objective 2	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
We have a limited range of protected characteristics represented in our school and we want to ensure that our enrichment activities (clubs and visitors) promote, and are inclusive for all children and that we also celebrate	<p>Enrichment activities are inclusive for children regardless of age, disability, race, religion, sex and sexual orientation.</p> <p>Enrichment activities meet the diverse needs of our community.</p> <p>Groups are identified and monitored to increase engagement.</p>	<p>Nominated link governor- equality & inclusion</p> <p>Focused governor visits</p>	<p>Review of this action plan (termly)</p> <p>Monitor enrichment activities and participation of identified groups</p>	<p>School SEF</p> <p>School Development Plan</p> <p>Head Teacher Report to Governors</p>

the diversity through all activities. Protected Characteristics covered: Age, Disability, Race, Religion, gender, sexual orientation.	Visitors into school will be representative of the Protected Characteristics raising awareness and 'usualising' difference.		Through conversations with children (pupil voice questionnaires)	Link Governor Visits
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources/Financial
2.1 Regularly monitoring the uptake of activities	Termly 23-24	SLT	Discussion at SLT meetings each term Resources for enrichments activities	Budget for any identifies resources
2.2 Ensuring that there is a range of activities/visitors to broaden the experiences of our community	Termly 23-24	EM	Consider external visitors to celebrate diversity - cost consideration Research into what could be offered in our setting	Budget for identified visitors
2.3 Identifying and targeting groups with protected characteristics to ensure they have equal access and increase their engagement	Termly 23-24	SLT	Discussion at SLT meetings each term Discussion with link governor	N/A
Future Developments: Organise enrichment activities for whole school linked to findings from pupil voice. Speak to RE lead about our enrichment activities this year as a whole school	Across the academic year	Equality Governor HT Subject leaders		

Objective 3 To challenge gender stereotypes and inspire all children to consider, and aspire to a, a range of careers.

Rationale for Objective 3	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Our EDI champions conducted some research around gender and stereotypes with the children and found that gender stereotypes exist in our school and that these maybe a barrier to future life choices/careers.	Children will know what a gender stereotype is. Language around gender stereotyping will be diminishing and gender-neutral language will be 'usualised'. Children will break from the gender norms for participation/activity and .an inclusive culture will be commonplace. Children will be able to see the possibility to break expectations and dream for the future.	Nominated link governor- equality & inclusion Focused governor visits	Review of this action plan (termly) Monitor activities and participation of gender uptake for extra-curricular clubs Through conversations with children (pupil voice questionnaires) Learning walk/observations of the school/classrooms	School SEF School Development Plan Head Teacher Report to Governors Link Governor Visits
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources/Financial
3.1 Regularly monitoring on the participation in gender for activities.	Termly 23-24	SLT	Discussion at SLT meetings each term Resources for enrichments activities	Budget for any identifies resources
3.2 Ensuring that there is a range of activities that are gender stereotypical yet promote full participation	Termly 23-24	SLT	Consider external providers to widen range of activities that challenge gender norms. Research into what could be offered in our setting	Cost for external provider could be subsidised?
3.3 Class discussion/circle time around 'what is a gender stereotype' and gender based language.	Summer term 2023/Autumn 2023	EM/EDI Champions	Planning time with EM for EDI champions. RHSE time given over to EDI champions Worship time used to provoke thought around gender norms/laguage	N/A

<p>3.4 Audit of curriculum to ensure gender norms are challenged celebration of those who break for gender norms e.g. female scientists, female footballers etc.</p>	<p>Autumn 2023</p>	<p>Subject leaders</p>	<p>PPA Subject leadership time</p>	<p>N/A</p>
<p>Future Developments: Organise a careers fair or visitors who help to challenge gender norms to provide a positive role model for breaking down gender stereotypes.</p>	<p>Across the academic year</p>	<p>Equality Governor HT Subject leaders</p>		