



William Gilbert Endowed C of E Primary School and Nursery Equality Action Plan 2021-2025

Equality Statement

We work to ensure that our children understand that:

- ✓ There are no outsiders at William Gilbert
- ✓ Everyone is different
- ✓ We celebrate our differences
- ✓ We are all equal in our differences

William Gilbert Primary School and Nursery is an inclusive school, and we welcome people from all backgrounds.

We believe that different cultures, talents, and life experiences bring richness and vibrancy to school life and help create an environment that supports us all in learning from each other.

We aim to be a community where everyone is treated fairly and with tolerance and respect. We want everyone to flourish and reach their potential, and we recognise that for some pupils' extra support is needed to help them to achieve and be successful.

We take seriously our duties to eliminate discrimination, promote equality of opportunity and foster good relations between people of all backgrounds. This duty is set out in the Equality Act of 2010, which covers sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment, and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment

4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

At William Gilbert, we actively promote these in our curriculum and work to embed them into our ethos.

Under the Equality Act you are protected from discrimination:

- When you are in the workplace
- When you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- When you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- When you use transport
- When you join a club or association (for example, your local cricket club)
- When you have contact with public bodies like your local council or government departments



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Equality Action Plan 2021 - 2025							
Objective	Action(s)	Led by	Resources	Start date	Review date	Success Criteria	Monitoring Outcomes
1. Implement a coherently sequenced curriculum to ensure it results in good outcomes for pupils in vulnerable groups, and to review the curriculum considering new performance measures.	<ul style="list-style-type: none"> ✓ Identify opportunities in the curriculum to promote understanding of the protected characteristics e.g. other cultures, other countries, famous people from ethnic minorities, religious festivals, disabilities. ✓ Use PSHE to explore equality within the context of school, the wider community, the UK and the world. ✓ Use assemblies to explore themes around equality and diversity ✓ Nov 23 Purchase 'Picture News' to be used by all class teachers to further promote equality and diversity. Share resources within a new whole school display. ✓ May 2024 3Dimensions curriculum reviewed and a trial 	HB/SO	Books Videos 3Dimensions scheme	Nov 21	Sept 22 May 23 Nov 23 June 2024	Children have increased access to lessons and assemblies which recognise and celebrate equality and diversity	<p>June 2022</p> <ul style="list-style-type: none"> ✓ Deliberate and planned RSHE curriculum identifies the protected characteristics. ✓ Subject leaders monitor the range of gender/ethnicity/disabilities of authors, musicians, artists, sports people in their subject. ✓ Weekly safeguarding assemblies (summer term) unpick equality <p>May 23 Objective and actions reviewed and remain in place.</p> <p>Nov 23 Objective and actions reviewed and remain in place.</p> <p>HB/ZK look into 'Picture News'</p> <p>June 2024 Objective and actions reviewed and remain in place.</p> <p>Nov 24 Objective and actions reviewed and remain in place. Kapow is now in place and used instead of 3Dimensions from September 2024.</p>

	period used to assess the strengths of Kapow as an alternative PSHE curriculum to use from September 2024.						
2. To further enhance staff awareness and understanding of equality and diversity	<ul style="list-style-type: none"> ✓ Provide specific training for all staff around the themes of equality and diversity. ✓ Nov 23 Purchase 'Picture News' to be used by all class teachers to further promote equality and diversity. Share resources within a new whole school display. 	HB/SO	<p>Training resources from DDAT</p> <p>Source outside agency to provide further staff training programmes</p> <p>Nov 23 – Purchase 'Picture News'</p>	Nov 21	<p>Sept 22</p> <p>May 23</p> <p>Nov 23</p> <p>June 2024</p>	All staff have an enhanced understanding of equality and diversity and have the confidence to deliver key lessons	<p>June 2022</p> <ul style="list-style-type: none"> ✓ DSLs attended DDAT training around protected characteristic, British Values and Ofsted 2.11.21 ✓ Staff training 16.11.2021 <p>May 23</p> <p>Objective and actions reviewed and remain in place. Review the Equality Objectives with staff – staff meeting 20.6.23</p> <ul style="list-style-type: none"> ✓ Review the Protected Characteristics <p>Nov 23</p> <ul style="list-style-type: none"> ✓ Introduce staff to Picture News during staff meeting. ✓ Review Protected Characteristics. <p>June 2024</p> <ul style="list-style-type: none"> ✓ Objectives and actions reviewed and remain in place. ✓ Ofsted inspection Nov 14th/15th 2024 reviewed all equality objectives and staff/pupils understanding of them. ✓ Picture News being used by teachers with their class. <p>Nov 24</p> <p>Objective and actions reviewed and remain in place. Annual safeguarding training completed September 3rd 2024 addressing this objective.</p>

Objective	Action(s)	Led by	Resources	Start date	Review date	Success Criteria	Monitoring Outcomes
<p>3. Establish an effective Early Help Offer which enables William Gilbert to identify and help members of the school community, so all of our children, parents and staff can flourish.</p>	<ul style="list-style-type: none"> ✓ Learning mentor familiarises themselves with schools Early Help offer. ✓ Engage with DDAT school Early Help review – share findings with staff and implement any additional training based on need. ✓ Regularly review and update our Early Help Offer information held on the school website 	<p>HH HB</p>	<p>Guidance for completing a family Early Help assessment</p>	<p>Nov 21</p>	<p>Sept 22 May 23 Nov 23 June 2024</p>	<p>Identified children and families access support to provide stability at home and in school to enable children to achieve the best possible outcomes from their relative starting points. Pupils are able to access the wider curriculum provided beyond the National Curriculum</p>	<p>June 2022</p> <ul style="list-style-type: none"> ✓ Early help offer reviewed and updated. Further information on website – Parenting support page added. ✓ Early help leaflet created and displayed for parents to access in reception area. ✓ Meeting with Penny Parker (LA) 27.4.22 ✓ Meeting with D. Peacock (DDAT) 30.6. 2022 to review early help <p>May 23</p> <p>Objective and actions reviewed and remain in place.</p> <ul style="list-style-type: none"> ✓ Safeguarding Audit including Early Help with Heather Hogg 18th Jan 23 ✓ Ella Richardson met with Ann Aston- Amber Valley Early Help advisor 24th Jan 2023 ✓ Monthly support and supervision meetings with Pastoral lead around our early help offer <p>Nov 23</p> <ul style="list-style-type: none"> ✓ Early Concerns form established and shared with all staff. Staff access the form on Microsoft Forms to make a referral to our school's Early Help Offer. ✓ Early Help Team meetings established with SENCO, Pastoral Lead and Senior Leader/DSL occur every term to triage new referrals and analyse impact of current provision. <p>June 2024</p> <p>Objective and actions reviewed and remain in place.</p> <ul style="list-style-type: none"> ✓ Early Help team meetings occur termly and involve SENCO, Pastoral and Wellbeing Mentor and Headteacher/DSL.

							<ul style="list-style-type: none"> ✓ Early Help offer updates shared with FGB 26.3.24 <p>Nov 24</p> <ul style="list-style-type: none"> ✓ Objective and actions reviewed and remain in place. ✓ Early Help Team meetings established with SENCO, Pastoral Lead and Headteacher/DSL reviewed current provision and triage new referrals and analyse impact of current provision. 23.10.24 next meeting 8.1.25
4. Embed the new, agreed Relationship and Sex Education curriculum so our children, staff and the community know more about positive and equal relationships (including friendships, family relationships and relationships with adults and children).	<ul style="list-style-type: none"> ✓ Curriculum reviews by the PSHE and RSE subject lead ensure pupils learn about positive relationships and the protected characteristics (age and stage appropriate and in line with our policy for RSHE) ✓ Consult with parents on the proposed RSE curriculum across the school, analyse opinions, speak to individuals. Establish a working party of parents if required. Use the findings of the consultation to review/shape our curriculum. ✓ Nov 23 Review RHE policy and consult with parents. ✓ Spring 1 2024 offer parent workshops for each KS in the school to share resources and sequences of learning with parents ✓ Training for staff as part of the curriculum review and development process. ✓ RSHE lead and SLT conduct a 'Relationships RSHE' audit 	HB SO	<p>Purchase 3Dimension scheme and budget for annual renewals</p> <p>SLT time with governor (MS) to support the consultation process.</p>	Sept 21	Sept 22 May 23 Nov 23	<p>3 Dimension scheme supports the implementation of the RSE policy statutory requirements.</p> <p>Parents understand and support the identified curriculum content for each year group.</p> <p>Children have a good understanding and can speak without prejudice about different relationships</p>	<p>June 2022</p> <ul style="list-style-type: none"> ✓ Staff training 16.11.2021 ✓ Further parent consultation with regards to RSHE curriculum (results on forms) ✓ RSHE audit with pupils led by SLT and N.Ruggins safeguarding governor. (3.5.22) This also included SH/SV ✓ Weekly safeguarding assemblies for all pupils – schedule of topics planned and outlined for staff <p>May 23</p> <p>Objective and actions reviewed and remain in place.</p> <p>Nov 23</p> <ul style="list-style-type: none"> ✓ RHE policy updated in September 2023 ✓ Weekly safeguarding assembly schedule for 2023/24 ✓ DDAT SSIOs to complete a review of the RHE curriculum during the academic year. HB to contact Jackie Stirland to arrange a date. <p>June 2024</p> <ul style="list-style-type: none"> ✓ RHE policy updated in September 2023

	<ul style="list-style-type: none"> ✓ SLT regularly seek pupil voice regarding positive relationships and use questions surrounding sexual harassment/violence referenced in the RSHE curriculum ✓ Safeguarding Assemblies develop pupils awareness of safe and happy relationships and how to report incidents (sexual violence, sexual harassment, including bullying/cyberbullying) ✓ DDAT SSIOs to support a review of the quality of education in the schools RSE curriculum ✓ Action development points from RSE curriculum reviews to improve the curriculum and pupils understanding and awareness. 				<p>RSHE audit completed and identified actions implemented</p> <p>RSHE curriculum references sexual harassment/violence</p>	<ul style="list-style-type: none"> ✓ Weekly safeguarding assembly schedule for 2023/24 ✓ RHE Curriculum reviewed during Ofsted inspection 14th/15th November – Outstanding grade. ✓ Kapow RHE curriculum to be purchased and implemented in new academic year. <p>Nov 24</p> <ul style="list-style-type: none"> ✓ Objective and actions reviewed and remain in place. ✓ Weekly safeguarding assembly schedule for 2024/25 ✓ Kapow RHE curriculum implemented September 2024 ✓ School Improvement focus on Behaviour and Attitudes linked to Relational approach to supporting children’s behaviour and mental health. See SIP 2024/25 ✓ Further consultation with parents and information sharing meetings planned for Spring Term 2025.
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<p>5. Employ a learning mentor to support the needs of vulnerable children and their families</p>	<ul style="list-style-type: none"> ✓ Consider the needs of the school to shape the job description ✓ Recruit to the role ✓ Provide clear mentorship and induction to the school and the role, working under the direction of the SENCO ✓ Evaluate the effectiveness of the role after 6 months and then 12 months. 	<p>HD ED</p>	<p>Development of school nurture room and office</p> <p>Cost of employing the learning mentor</p>	<p>Feb 22</p>	<p>July 22 May 23 Nov 23</p>	<p>A learning mentor is appointed to the role.</p> <p>Learning mentor successfully supports vulnerable pupils in school to access the learning and achieve good outcomes from their relative starting points.</p> <p>Nurture room established and used for sessions/meetings to support vulnerable pupils and families.</p>	<p>June 2022</p> <ul style="list-style-type: none"> ✓ Job description for learning mentor/pastoral lead created and shared with DDAT for salary grading ahead of advertising and appointing. <p>May 23</p> <p>Objective and actions reviewed and remain in place.</p> <p>Nov 23</p> <p>Objective and actions reviewed and remain in place.</p> <ul style="list-style-type: none"> ✓ Headteacher to conduct profession dialogue with Pastoral and Wellbeing Lead to monitor the effectiveness of the role. <p>June 2024</p> <ul style="list-style-type: none"> ✓ Objective and actions reviewed and remain in place. ✓ Role is highly effective – parents give regular written and verbal feedback on how vital the support given to them and their families is. ✓ Successful progress towards achieving all targets within profession dialogue with Pastoral and Wellbeing Lead. ✓ Nurture room well used by pupils, parents and professionals ✓ Successful fundraising to link with a mental health provider, Bridge the Gap to be a 'Bridge the Gap' school. This allows staff and parents to access a wide range of mental health, wellbeing and emotional literacy resources. <p>Nov 24</p> <ul style="list-style-type: none"> ✓ Objective and actions reviewed and remain in place. ✓ School Improvement focus on Behaviour and Attitudes linked to Relational approach to supporting children's behaviour and mental health. See SIP 2024/25
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							✓ Further support for parents through access to Bridge the Gap centre planned for Spring Term.
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