

## Equality and Diversity Return

School: Landewednack CP School

Reviewed: February 2021

- To eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act
- To advance equality of opportunity between people who share a protected characteristic and people who do not share it
- To foster good relations between people who share a protected characteristic and people who do not share it

### Protected Characteristics:

Please follow the link below for more information on the definitions of the Protected Characteristics:

<https://www.citizensadvice.org.uk/law-and-courts/discrimination/protected-characteristics/>

### Age

- We monitor the attainment and progress of summer born pupils in early years and primary settings
- We identify and address barriers to learning and provide support where necessary.
- Extended school, such as breakfast and after-school clubs; activities take into account pupils' needs.
- Pupils have opportunities to learn about the experiences of all members of the community regardless of their age.
- We ensure the curriculum has positive images of all people regardless of age.
- We actively support the recruitment of all people regardless of age and support them in their work and career development and try to reflect the diversity of the school community and its workforce
- During staff selection processes, performance management, career development and promotion, we abide by the specific Equality Duties and take advice from HR
- We make reasonable adjustments to ensure that all employees, volunteers and visitors can fully participate and contribute.

#### Landewednack School Specific examples

We foster close links with the 'Evergreen' Community Group as we see them as positive role models for our children

We carry out joint projects/ visits with the local Residential home

We use examples of people across a wide age range as positive role models for our children eg Capt. Sir Tom Moore.

We encourage members of all ages to join our school forum

We invite retired members of staff to school to listen to readers, volunteer, watch performances etc.

We provide sleep or nap areas in our nursery/EYFS to enable our youngest children to attend all day and flourish

<b>Disability</b>	<p>We are committed to working for the equality of children, young people and adults with and without special educational needs and disabilities. All reasonable steps are taken to ensure that these children and adults are not placed at a substantial disadvantage compared with non-disabled peers. We are committed to providing an environment that allows disabled people full access to all areas of learning and school life. Some of the strategies we use are:</p> <ul style="list-style-type: none"> <li>• Teachers ensure planning and resources are modified as appropriate for children and young people with disabilities e.g. large print, or different coloured paper.</li> <li>• Extended support services are used to ensure that pupils with disabilities fulfil their potential.</li> <li>• The progress of all groups including disabled pupils is tracked and monitored carefully</li> <li>• Children, young people and families as well as staff are consulted on any changes or issues affecting them rather than just with people acting on their behalf</li> <li>• We provide a curriculum that supports all, to ensure SEND children and young people can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies.</li> <li>• Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population</li> <li>• Children and young people have opportunities to learn about the experiences of disabled people and the discriminatory attitudes they sometimes experience, through the curriculum and as part of assembly themes.</li> <li>• Through our cooperative trust values we promote an awareness of human rights and how to apply and defend them;</li> <li>• We develop skills of participation and responsible action – for example through citizenship education</li> <li>• In order for pupils who are under-achieving or who have SEND , to make progress in their learning and their personal well-being, we provide extra and additional support e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;</li> <li>• We provide additional information and support to parents of under-achieving children (e.g. SEN review meetings, discussing needs);</li> <li>• Additional support is also provided for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).</li> <li>• We ensure SEND children and young people with particular skills or talents take part in gifted and talented programmes.</li> <li>• There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;</li> <li>• We actively promote positive images which reflect the diversity of the school and community in terms of SEN and disability, for example in assemblies, through the curriculum, books, publications and learning materials and in</li> </ul>
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	<p>classroom/corridor display.</p> <ul style="list-style-type: none"> <li>• Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities for example the SKIP council meetings.</li> <li>• Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups, for example family learning sessions.</li> <li>• All Southerly Point MAT schools actively work together to support our pupils and staff with specialist advice, training and resourcing for example SEND network meetings.</li> <li>• There is effective transition between our primary and secondary schools to ease the stress of moving and increase familiarity with new surroundings;</li> <li>• Carrying out accessibility planning for disabled people in our community to facilitate their participation in the curriculum and school life; by improving the physical environment of the school and the availability of accessible information to disabled members of the school community.</li> <li>• We are aware of the Reasonable Adjustment duty for disabled pupils which is designed to enhance their access and participation to an equal level as all pupils and stop them being placed at a disadvantage compared to their peers.</li> <li>• Addressing prejudice-related bullying related to disability/SEN</li> </ul> <p>We actively support the recruitment of disabled people and support them in their work and career development; we try to reflect the diversity of the local community in its workforce;</p> <ul style="list-style-type: none"> <li>• We actively support the recruitment of all disabled people and support them in their work and career development and try to reflect the diversity of the school community and its workforce</li> <li>• During staff selection processes, performance management, career development and promotion, we abide by the specific Equality Duties and take advice from Neopeople HR</li> <li>• We make reasonable adjustments to ensure that all disabled employees, volunteers and visitors can fully participate and contribute.</li> <li>• Consultation on all employment policies and procedures is available in a number of formats eg website, paper and braille upon request.</li> </ul> <p>Landewednack School offer is monitored and reviewed annually  Our accessibility plan is monitored termly  Landewednack is a THRIVE licenced school (see information on the SEN page of our website  <a href="http://www.landewednack.cornwall.sch.uk/website/emotional_well-being_and_mental_health/453091">http://www.landewednack.cornwall.sch.uk/website/emotional_well-being_and_mental_health/453091</a></p>
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	<p>We have a family support TA who supports, advises and strives to ensure smooth transitions at all stages of the child's learning journey</p> <p>We provide temporary online education for those children who are unable to attend school due to an illness or injury.</p> <p>As part of our recruitment procedure we provide diversity training for all new members of staff</p> <p>At Landewednack School, 'Diversity' is a school driver- with this in mind, opportunities to celebrate diversity are consciously woven into our curriculum planning.</p> <p>As part of our curriculum CPD staff have been given training on diversity in History, PSED and RE training.</p>
<b>Gender Reassignment</b>	<p>We are committed to providing a safe and supportive environment for all and aim to tackle any discrimination faced by pupils, staff and our school community who are transgender or undergoing or wish to undergo gender reassignment.</p> <p>We seek to protect members of our school community from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association ensuring that all gender variant staff, pupils, the children of transgender parents, or children with transgender siblings are not singled out for different and less favourable treatment from that given to others.</p> <p>We ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.</p> <p>We refer to the Department for Education and Local Authority published specific guidance on bullying including transphobic bullying.</p> <p>Landewednack School specific examples:</p> <p>Differences in gender and sexuality are discussed in an appropriate and balanced way through PSHE programme and assemblies; we subscribe to the PSHE Association, which provides many good resources, materials and CPD articles.</p> <p>We use the PSHE recommended '1 decision' resource for teaching many aspects of our PSHE curriculum; this uses videos depicting a diverse group of children and families.</p> <p>We have pastoral support staff who continually attend relevant training courses, conferences and meetings.</p> <p>A member of our staff is part of the trust wellbeing group</p> <p>We have a strong relationship with the local secondary school and ensure all children are supported well during their transition to secondary.</p> <p>We ensure the library contains a range of diverse texts for example '10,000 Dresses' or 'Phoenix Goes to School'</p> <p>Our school uniform is not listed as being gender specific</p>

	<p>The school records any incidents of homophobic transphobic bullying. There have been __0__ recorded incidents in the past academic year. (2020/2021)</p>
<p><b>Marriage and Civil Partnership (but only in respect of eliminating unlawful discrimination)</b></p>	<p>We are committed to providing a safe and supportive environment for all of our pupils and staff and aim to tackle any discrimination faced by staff and school community who are entering into marriage or civil partnership.</p> <p>Teaching about relationships in our PSHE and citizenship curriculum is done in a sensitive, reasonable, respectful and balanced way.</p> <p>We follow the guidelines of our HR team when supporting our staff and school community where necessary.</p> <p>Landewednack School specific examples:  Differences in families are discussed in an appropriate and balanced way through PSHE programme and assemblies; we subscribe to the PSHE Association, which provides many good resources, materials and CPD articles.  Staff on recruitment panels complete the Educare Equality and Diversity training module.  We use the PSHE recommended '1 decision' resource for teaching many aspects of our PSHE curriculum; this uses videos depicting a diverse group of children and families.</p>
<p><b>Pregnancy and Maternity</b></p>	<p>We are committed to providing a safe and supportive environment for all of our pupils, staff and school community and aim to tackle any discrimination faced by those who are pregnant or who have recently had a baby.</p> <p>We follow the guidelines of our HR team when supporting our staff and school community through the maternity and paternity period.</p> <p>We make reasonable adjustments against a risk assessment to support those who are pregnant.</p> <p>Landewednack School specific examples:  We follow the guidelines of our HR team when considering return to work transitions and will consider changes in hours.  We ensure all staff on maternity leave are 'kept in the loop' with emails and staff updates.  Staff asked to attend meetings later than normal/ different to normal working hours will be offered wrap around or Google meets to help with child care.</p>

<p><b>Race- This includes ethnic or national origins, colour or nationality</b></p>	<ul style="list-style-type: none"> <li>• We identify and address barriers to the participation of particular groups as individuals in learning and other activities:</li> </ul> <p>The MAT has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Some of the strategies we use are:</p> <ul style="list-style-type: none"> <li>• We monitor the attainment and progress of all our pupils by ethnicity every term – groups that need to accelerate progress are identified and teachers supported to ensure it happens.</li> <li>• Barriers to learning are identified and addressed; support is provided to include nurture groups, small group tuition, 1:1 specialist support etc</li> <li>• We are continuing to develop a curriculum that supports all pupils to understand, respect and value difference and diversity.</li> <li>• Ensuring that the curriculum is supported by resources that provide a non-prejudicial range of images that reflect the diverse communities of modern Britain.</li> <li>• Use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs</li> <li>• Celebrating special events such as Black History Month, Chinese New Year etc as part of assembly.</li> <li>• Provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity</li> <li>• Employ a range of styles, including collaborative learning, so that pupils can learn to value working together</li> <li>• Provide support for children to access the curriculum including specialist teacher/TA support for EAL pupils as required</li> <li>• Ensure staff have training in aspects of supporting EAL learners</li> <li>• Provide educational visits and extra-curricular activities that reflect all groupings among our pupils.</li> <li>• Meet the dietary needs of all pupils and staff</li> <li>• Implementing our anti-Bullying Policy to develop pupil awareness and understanding of bullying behaviour or harassment on the basis of race, ethnicity or cultures.</li> <li>• Challenge racial discrimination and stereotyping, and teach pupils how to recognise bias.</li> <li>• Deal with any racist incidents in an effective and consistent manner</li> <li>• Address prejudices around racism and xenophobia, including those that are directed towards religious groups and communities and those that are directed against travellers, refugees and people seeking asylum. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of</li> </ul>
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	<p>prejudice-related incidents at our school and how they were dealt with</p> <ul style="list-style-type: none"> <li>• Keep accurate information about the ethnic origin, first language and religion of all pupils and staff</li> <li>• Actively support the recruitment of staff, governors and volunteers to the school which reflect the diversity of the school community</li> <li>• Additional support is also provided for parents/carers to help them to play a full part in the life of the school (e.g. providing information in different languages as required).</li> </ul> <p>Landewednack School specific examples:</p> <p>We use the PSHE recommended '1 decision' resource for teaching many aspects of our PSHE curriculum; this uses videos depicting a diverse group of children and families.</p> <p>We ensure at least one residential trip during our children's time with us is to a city</p> <p>As part of our recruitment procedure we provide diversity training for all new members of staff.</p> <p>At Landewednack School, 'Diversity' is a school driver- with this in mind, opportunities to celebrate diversity are consciously woven into our curriculum planning.</p> <p>As part of our curriculum CPD staff have access to training on diversity in History, PSED and RE training for example 'Teaching Migration Histories at KS2'</p> <p>We ensure our library includes a range of diverse texts eg 'Journeys' or 'I Love My Hair' and books written by a diverse range of authors.</p> <p>We subscribe to 'First News' which the children read- this has national and international stories &amp; links to British values</p> <p>We subscribe to 'Odizzi' which is a geographical resource; this links to CBBC world news, which the children discuss.</p> <p>Links and Quizzes reinforce British Values</p> <p>Links to other schools in the UK and beyond through 'Class Pals' ensures our children interact with children beyond our 'mono-cultural' area.</p> <p>The school records any incidents of prejudiced-related incidents. There have been ____0__ recorded incidents in the past academic year. (2020/2021)</p>
<b>Religion or belief , this includes non-religious beliefs</b>	<p>We promote respect and understanding for the religious, atheist or agnostic beliefs and practices of all staff, pupils and parents. Some of the strategies we use are:</p> <ul style="list-style-type: none"> <li>• Pupils and staff are encouraged to share and compare knowledge and understanding of their beliefs/ faiths and cultures with one another through curriculum based projects in RE, PSHE and assemblies – this supports pupils in</li> </ul>

	<p>building their sense of identity and belonging in a diverse culture. Lessons are used to value and celebrate diversity.</p> <ul style="list-style-type: none"> <li>• Although our Collective Worship themes are ‘broadly Christian’ in nature we ensure that no one faith is purported to be any truer than another.</li> <li>• We maximise opportunities to celebrate the richness and diversity of different faiths and cultures through Multi-Faith/Multi-Cultural celebrations (e.g. Diwali, Chinese New Year, Harvest) and through visits and visitors into school.</li> <li>• We are mindful of the need to be aware of the potential risks of radicalization and extremism within our school community and policy and practice reflect local procedures and national guidance</li> <li>• We are proactive in providing as much information as possible to parents about our curriculum.</li> <li>• All pupils are expected to work together in a constructive and positive manner</li> <li>• Pupils are discouraged from using language that makes fun of people because of their religion or beliefs. Pupils will be commended when they challenge such language and will be reminded of the negative effects of stereotyping based on religion or belief.</li> <li>• Pupils have the opportunity to learn about the harmful effects of religious prejudice stereotyping within RE</li> <li>• New resources will portray people of all ages, religions and beliefs in ways that are non-prejudicial and non-stereotypical.</li> <li>• Our uniform policy does not discriminate because of race, religion or belief.</li> <li>• The school complies with reasonable requests relating to religious observance and practice for its pupils without it affecting participation in statutory education</li> <li>• The school complies with reasonable requests relating to religious observance and practice for its staff.</li> <li>• All incidents of bullying and harassment, including that based on, religion or belief, are be dealt with in an effective and consistent manner.</li> </ul> <p>Landewednack School specific examples:</p> <p>Anti- radicalisation statement is included in visitor information and safeguarding leaflet</p> <p>All staff have annual Prevent training and new staff have this as part of their induction process</p> <p>Our Assembly plan for the year includes stories from other cultures and beliefs, celebrating similarities and differences (eg festivals of light talks about Christmas, Divali)</p> <p>At Landewednack School, ‘Diversity’ is a school driver- with this in mind, opportunities to celebrate diversity are consciously woven into our curriculum planning.</p>
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	<p>We aim for our children to visit (or virtually visit) places of worship including non-Christian religions.  Staff are pro-active in continuing their CPD eg RE lead attended humanism course  School has bought in to Understanding Christianity's additional modules covering additional religions  We welcome visitors from a wide range of cultures and religions and provide resources that do not encourage stereotyping.  We aim to provide a range of books and resources that represent different religions and plan cross-curricular links when possible.</p> <p>The school records any incidents of bullying and harassment based on religion or belief. There have been __0__ recorded incidents in the past academic year. (2020/2021)</p>
<b>Sex</b>	<p>We are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers and visitors receiving services from the school, irrespective of gender. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.  Some of the strategies we use are:  We expect all pupils regardless of gender and/or gender identity to perform equally well in all subjects and activities, and we monitor pupil achievement and participation to ensure that any gap between pupil groups is reduced.</p> <ul style="list-style-type: none"> <li>• All pupils have equal access to all curricular opportunities and activities.</li> <li>• All pupils are expected to work together in a constructive and positive manner</li> <li>• The talents of all pupils regardless of gender and/or gender identity are recognised and represented in Gifted and Talented programmes and representation on the programmes fully reflects the school population in terms of gender;</li> <li>• There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising, sports teams etc;</li> <li>• Identifying and addressing barriers to the participation of all pupils regardless of gender and/or gender identity in particular activities e.g. to support boys in writing we would make our teaching more accessible by .....e.g.</li> <li>• We also seek to ensure that policies designed to improve the attainment of one group of pupils does not do so at the expense of achievement by others.</li> </ul>

	<p>Landewednack School specific examples:</p> <p>Diversity is a school driver- we aim to teach using an equal range of male and female key historical figures, role models and story characters. Teachers are encouraged to research alternative content in their planning to include women for example.</p> <p>CPD training for all staff includes diversity eg 'Women in the Primary History Curriculum'. This approach is applied to all areas of the curriculum.</p> <p>We ensure we run clubs for boys and girls alike and encourage mixed teams in all sports competitions</p> <ul style="list-style-type: none"> <li>• Staff ensure that all children are encouraged to engage with a wide range of resources that challenge traditional stereotypes.</li> <li>• New resources are vetted to ensure that they show girls, boys, women and men involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do</li> <li>• When appropriate, stories and poems which challenge gender stereotypes are read in class and during acts of collective worship</li> <li>• Pupils are discouraged from using sexist language and commended when they challenge such language</li> </ul> <p>Gender pay gap-</p> <p>The MAT conducts a yearly review of pay and gender and publishes its findings</p> <p>All job descriptions person specifications and grades are based on the role regardless of gender</p>
<b>Sexual Orientation</b>	<p>We are committed to providing a safe and supportive environment for all and aim to tackle any discrimination faced by pupils, staff and our school community who are lesbian, gay or bisexual.</p> <p>We seek to protect members of our school community from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association ensuring that all lesbian, gay or bisexual pupils, or the children of lesbian, gay or bisexual parents, are not singled out for different and less favourable treatment from that given to others.</p>

	<p>Landewednack School specific examples:</p> <p>The school's RSE policy was developed in consultation with children, staff and parents. Questionnaires were sent to establish what knowledge and or information parents and children needed. Information sessions outlined the content of the lessons i.e. was based around loving relationships regardless of sexual orientation.</p> <p>A clear message of inclusion is sent through our RSE policy, curriculum and practice.</p> <p>'Relationships' is taught from KS1 to foster positive beliefs, values and attitudes from a young age.</p> <p>Differences in gender and sexuality are discussed in an appropriate and balanced way through our PSHE programme; we subscribe to the PSHE Association, which provides many good resources, materials and CPD articles.</p> <p>We use the PSHE recommended '1 decision' resource for teaching many aspects of our PSHE curriculum; this uses videos depicting a diverse range of families and parents.</p> <p>We subscribe to 'First News' newspaper for primary children, copies of these are read with children in all of the classes. Articles (eg Pride) are shared.</p> <p>We have pastoral support staff who continually attend relevant training courses, conferences and meetings.</p> <p>A member of our staff is part of the trust wellbeing group</p> <p>We have a strong relationship with the local secondary school and ensure all children are supported well during their transition to secondary.</p> <p>We ensure the library contains a range of diverse texts for example 'And Tango Makes Three'</p> <p>As part of our recruitment procedure we provide diversity training for all new applicants</p> <p>At Landewednack School, 'Diversity' is a school driver- with this in mind, opportunities to celebrate diversity are consciously woven into our curriculum planning.</p> <p>As part of our curriculum CPD staff have been given training on diversity in History, PSED and RE training eg 'LGBTQ+ in primary history: teaching with confidence'</p> <p>We have a pastoral support TA, opportunities for children to have one to one counselling sessions are accessible to all children in our school.</p> <p>We ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.</p> <p>We refer to the Department for Education's published specific guidance on bullying including homophobic bullying.</p> <p>The school records any incidents of homophobic bullying. There have been __0__ recorded incidents in the past academic year. (2020/2021).</p>
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### Single Equality Return: Actions identified through undertaking this year's equality self-evaluation

Protected Characteristic	Issue Identified	Action to be taken	Responsible Person	Completion date
<b>Gender reassignment</b>	Pupils with siblings / parents who fall into this category may face prejudice	Ensure support staff/family communication staff have sufficient training Ensure PSED lesson planning and resources show a diverse range of families	<b>LJ/AW LB</b>	<b>Summer Term 2018</b> <ul style="list-style-type: none"> <li>• Family support in place</li> <li>• Liaison with secondary school</li> <li>• Books &amp; resources purchased</li> </ul>
<b>Age</b>	Reception children cannot access suitable toilet facilities	Building work to provide suitable and accessible toilets for youngest children	<b>LJ/AW Governors DE</b>	<b>Summer Term 2018</b> Reception class moved nearer to children's toilets. Heavy doors taken down, child-friendly doors on cubicles
<b>Age</b>	Whole school planning/vision/ would benefit from a wider range of ideas/ experience	Invite members of the community of differing ages to attend school forum meetings	<b>LJ/AW LB</b>	<b>Summer Term 2018</b> <ul style="list-style-type: none"> <li>• Grandparents' day Summer/Autumn Term</li> <li>• Little Piskies toddler group</li> </ul> Ongoing- lockdown prohibits visitors but children sending cards & messages to Evergreen & residential homes
<b>Religion or Belief</b>	Some younger pupils potentially offensive by stereotyping/inaccuracies (from information gathered from the news/media)	Bespoke PSED sessions- Support for child where necessary- allow time for discussion and reflection Teach facts- ensure	<b>LJ/AW KH JG</b>	<b>Spring Term 2018</b> <ul style="list-style-type: none"> <li>• Planning changed to cover Islam with target cohort</li> <li>• Meeting with parents to gather views and maintain relationship</li> </ul>

		curriculum is sufficient to meet the needs of this group		<ul style="list-style-type: none"> <li>Resources used to celebrate similarities and differences</li> <li>Odizzi used so children can see the diversity of British children in similar primary schools with similar interests etc</li> </ul>
<b>Sex</b> <b>Sexual</b> <b>Orientation</b> <b>Gender</b> <b>Reassignment</b>	<p>Implement New PSHE curriculum</p> <p>Consult with children and parents on RSE curriculum</p> <p>We need a PSHE/ RSE curriculum from Foundation at a level which is appropriate for children' age and physical development</p>	<p>Staff training on new statutory guidance</p> <p>Send consultation to parents</p> <p>Children's questionnaire completed via Google or as a group in class (KS1)</p> <p>Presentation to parents</p> <p>Research modern, appropriate curriculum and resources to use (and including school drivers i.e. more diversity)</p> <p>Plan progression of skills in PSHE</p> <p>Long term planning created based on new curriculum</p>	<p><b>LJ</b></p> <p><b>KH</b></p> <p><b>KH</b></p> <p><b>LB</b></p> <p><b>All staff</b></p>	<p><b>September 2020</b></p> <ul style="list-style-type: none"> <li>KH attended training &amp; led staff meetings</li> <li>Consultation out via Google</li> <li>Collating questionnaires, coronavirus meant that this isn't completed</li> <li>Presentation to parents through the ppt but would be more effective to invite parents in to school – will plan for this as soon as COVID restrictions end</li> <li>Progression of skills completed</li> <li>Clear planning from FS to Y6</li> </ul>
				<ul style="list-style-type: none"> <li></li> </ul>

<b>All protected characteristics</b>	<p>School needs to plan to be <b>preventative</b> rather than <b>reactive (and to challenge the values and beliefs of parents)</b></p> <p>Ensure our school driver of diversity is embedded throughout the school and through teaching in every subject</p>	Staff training on Diversity. Training included in staff induction pack.	<b>LJ</b>	<ul style="list-style-type: none"> <li>• <b>Equality and Diversity Training on Educare</b></li> <li>• <b>All recruitment/ interview panels to have equality and diversity training</b></li> <li>• <b>Subscription to PSHE</b></li> <li>• <b>RC to apply for Foyle Trust grant to increase diversity resources</b></li> <li>• <b>Staff audit and revamp of school library</b></li> <li>• <b>Termly order of pink boxes containing 'different 'topics' linked to protected characteristics.</b></li> <li>• <b>School subscription to HA, GA, RE Today etc. helps with CPD- articles shared and training accessed. Diversity in History training can be adapted to other curriculum subjects and the same principle applied.</b></li> <li>• <b>Collect and share resources through Google drive</b></li> </ul>
		Equality & diversity question/s included in all recruitment procedures	<b>LJ</b>	
		PSHE updates and articles shared regularly with staff	<b>KH</b>	
		Research and purchase new resources & books to reflect diversity (weed out old out of date, misleading books). Including picture books suitable for the nursery	<b>RC</b>	
		Termly 'pick and mix' packs ordered from ELS	<b>KH/ST</b>	
		Curriculum/ pedagogical training to include teaching diversity in FS, KS1 and KS2 Build a bank of resources to build diversity into the curriculum	<b>LJ</b> <b>All staff</b>	

Access when needed	Educare- Equality and Diversity
27 <sup>th</sup> January 2021	What is diversity within the history curriculum?
9 <sup>th</sup> February 2021	LGBTQ+: teaching with confidence
25 <sup>th</sup> February 2021	Teaching migration histories
11 <sup>th</sup> March 2021	Were all Victorian childhoods the same? Bringing socio-economic history into the primary classroom
17 <sup>th</sup> March 2021	Women in the primary curriculum
21 <sup>st</sup> April 2021	Teaching for ethnic, cultural and religious diversity
19 <sup>th</sup> May 2021	Weaving black British history into the primary curriculum
8 <sup>th</sup> June 2021	Weaving African history into the primary curriculum
16 <sup>th</sup> June 2021	Teaching diversity at EYFS/KS1
28 <sup>th</sup> June 2021	Weaving South Asian history into the primary curriculum
7 <sup>th</sup> July 2021	Weaving an Irish dimension into the primary history curriculum
Date TBC	Teaching disability within the primary history curriculum