



## Equalities Information and Action Plan. Reviewed annually.

Written Nov 2016/Sept 2017/Sept 2018/Nov 2019/Dec 2020/Dec 2021/Jan 2022

### The Law

All bodies are required to:

- Eliminate unlawful discrimination;
- Advance equality of opportunity between people who share a protected characteristic and people who do not;
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Education and Inspections Act 2006: Headteachers must identify and implement measures to promote good behaviour and respect for others and prevent all forms of bullying.

Teaching and Learning Actions	Evidence
<ul style="list-style-type: none"> <li>• Continue promoting the Respect Charter which is inclusive to all beliefs and cultures;</li> <li>• Open and inclusive curriculum – all books and all teaching resources reflect a range of cultural backgrounds, without stereotyping, encourage empathy and curiosity, equality, cover world religions, sexual orientation and equality, age, gender and disability;</li> <li>• PSHRE and Assemblies that are sometimes delivered by religious leaders;</li> <li>• Mother tongue Assessments on entry where possible/if needed;</li> <li>• Bilingual Support &amp; support for new arrivals;</li> <li>• Use of Kagan cooperative learning theory;</li> <li>• Link with Medlock Valley;</li> <li>• Hold Cultural Diversity Themed days;</li> <li>• Differentiation within planning and the use of specific interventions to address gaps;</li> <li>• Pre teaching and 1:1 support for all vulnerable children across the curriculum where required;</li> <li>• Availability of additional support and resources for staff and children with SEND:</li> <li>• Provide opportunities for pupils to appreciate their own culture and religion and celebrate the diversity of other cultures;</li> <li>• Books in school linked to diversity and multiculturalism;</li> </ul>	<p>Assembly File, Classroom &amp; corridor displays Curriculum documents/Subject Leader files/Teaching and Learning files NOHIB reporting procedures INA and EAL Policy SEND Policy/SEND Offer/ SEND Files Linking Plan Equality Policy Accessibility Plan RE planning</p>

Staff Actions	Evidence
<ul style="list-style-type: none"> <li>• Diversity, disability, gender, age and world religions are positively depicted in displays;</li> <li>• Following the Oldham RE Agreed Syllabus, a range of sensitive teaching strategies and visits are used when teaching about different cultural and religious traditions;</li> <li>• Sex Education separate for both genders in Y6 although the same content, and girls in Y4 during which questions are answered sensitively;</li> <li>• All school clubs are open to both genders and are promoted across age ranges using age- appropriate resources;</li> <li>• Develop PSHRE curriculum to include reference to trans, gay and lesbian learners, review content, books, resources; ensure staff do not make assumptions about pupils’ families;</li> <li>• Ensure the curriculum covers women as well as men e.g. Not always a male Roman centurion and a Roman slave girl;</li> <li>• Ensure that teachers use the curriculum to build understanding and tolerance.</li> </ul>	<p>Classroom/staffroom &amp; corridor displays</p> <p>Teaching and Learning Files</p> <p>Club Registers</p> <p>PSHRE Curriculum</p> <p>Subject Leader Folders</p> <p>Curriculum Documents</p>
Community Actions	Evidence
<ul style="list-style-type: none"> <li>• Translation of documents, teaching &amp; meetings;</li> <li>• Parents classes including English, Maths, ICT, sewing, and homework support;</li> <li>• Complete parent Background Survey annually;</li> <li>• A lift and disabled toilets for staff and children when required;</li> <li>• A hoist is fitted in one of the disabled toilets;</li> <li>• Risk assessments for those with SEND which include access to the curriculum, trips and fire drills;</li> <li>• Y6 Transition support for all vulnerable children;</li> <li>• School closed to children at Eid so that their attendance is not affected;</li> <li>• Harvest Festival packages given to Chadderton Free Church to be distributed in the community;</li> <li>• Support for Inter Faith Forum work re Religious Observation policy;</li> <li>• Sanitary bins in KS2 girl’s toilets.</li> <li>• Separate changes for PE in Upper KS2;</li> <li>• Mums and dads invited to classes;</li> <li>• Key staff to attend training as needed and share with staff and parents;</li> <li>• Ensure that all equality policies and procedures include trans pupils and adults;</li> </ul>	<p>Parent class registers</p> <p>Background survey reports</p> <p>Accessibility Plan</p> <p>Health and Safety lead- PEEPs</p> <p>H&amp;S file- Risk Assessments</p> <p>SEND files</p> <p>School closure dates</p> <p>Assembly records</p> <p>Newsletters</p> <p>Support for all staff to worship as they believe</p> <p>Safeguarding team staff to attend training as needed. Facilitate staff meetings.</p> <p>Equality policy reviewed annually</p>

<ul style="list-style-type: none"> <li>• A firm approach to language such as “gay” or “trannie” as a derogatory term. Incidents taken seriously, recorded and followed up. Reported anonymously to protect pupil and family;</li> <li>• Create a safe environment. Children and adults can feel safe in being ‘out’ or being themselves in school without fear of retribution.</li> </ul>	Bullying and Incident Reporting File
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In addition to monitoring pupil performance information, we also regularly monitor & evaluate the impact of a range of other information relating to exclusions, attendance, participation in extra-curricular activities. This enables us to identify any differences & take appropriate action to meet the needs of specific groups. We can then set targets in our school development plan in order to make the necessary improvements.

Further information:

Mermaids: <http://www.mermaidsuk.org.uk/> for parents.

Gender Identity Research and Education Society (GIRES) <http://www.gires.org.uk/> for teachers and professionals.

The angels <http://theangels.co.uk/> for parents.

The Beaumont society for trans people <http://www.beaumontsociety.org.uk/>