**Equalities Information and Action Plan. Reviewed annually.**

*Written Nov 2016/Sept 2017/Sept 2018/Nov 2019/Dec 2020/Dec 2021/Jan 2022/ Jan 2023/Jan 2024/Jan 2025/Jan 2026*

*Review Date: Jan 2027*

## 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 |
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| • Continue promoting the Respect Charter which is inclusive to all beliefs and cultures;<br>• 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;<br>• PSHRE and Assemblies that are sometimes delivered by religious leaders;<br>• Mother tongue Assessments on entry where possible/if needed;<br>• Bilingual Support & support for new arrivals;<br>• Use of cooperative learning theory;<br>• Link with Medlock Valley;<br>• Hold Cultural Diversity Themed days;<br>• Differentiation within planning and the use of specific interventions to address gaps;<br>• Pre teaching and 1:1 support for all vulnerable children across the curriculum where required;<br>• Availability of additional support and resources for staff and children with SEND:<br>• Provide opportunities for pupils to appreciate their own culture and religion and celebrate the diversity of other cultures;<br>• Books in school linked to diversity and multiculturalism; | Assembly File, Classroom & corridor displays<br>Curriculum documents/Subject Leader files<br>NOHIB reporting procedures<br>INA and EAL Policy<br>SEND Policy/SEND Information Report/ SEND Files<br>Linking Plan<br>Equality Policy<br>Accessibility Plan<br>RE planning |

| Staff Actions | Evidence |
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| • Diversity, disability, gender, age and world religions are positively depicted in displays;<br>• Following the Oldham RE Agreed Syllabus, a range of sensitive teaching strategies and visits are used when teaching about different cultural and religious traditions;<br>• Sex Education separate for both genders in Y6 although the same content, and girls in Y4 during which questions are answered sensitively;<br>• All school clubs are open to both genders and are promoted across age ranges using age-appropriate resources;<br>• 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;<br>• Ensure the curriculum covers women as well as men e.g. Not always a male Roman centurion and a Roman slave girl;<br>• Ensure that teachers use the curriculum to build understanding and tolerance. | Classroom/staffroom & corridor displays<br>Club Registers<br>PSHRE Curriculum<br>Subject Leader Folders<br>Curriculum Documents<br>Class Folders |
| **Community Actions** | **Evidence** |
| • Translation of documents, teaching & meetings;<br>• Parents classes including English, Maths, ICT, sewing, and homework support;<br>• Complete parent Background Survey annually;<br>• A lift and disabled toilets for staff and children when required;<br>• A hoist is fitted in one of the disabled toilets;<br>• Risk assessments for those with SEND which include access to the curriculum, trips and fire drills;<br>• Y6 Transition support for all vulnerable children;<br>• School closed to children at Eid so that their attendance is not affected;<br>• Harvest Festival packages given to Chadderton Community Church to be distributed in the community;<br>• Support for Inter Faith Forum work re Religious Observation policy;<br>• Sanitary bins in KS2 girl's toilets.<br>• Mums and dads invited to classes;<br>• Key staff to attend training as needed and share with staff and parents;<br>• Ensure that all equality policies and procedures include trans pupils and adults; | Parent class registers<br>Background survey reports<br>Accessibility Plan<br>Health and Safety lead- PEEPs<br>H&S file- Risk Assessments<br>SEND files<br>School closure dates<br>Assembly records<br>Newsletters<br>Support for all staff to worship as they believe<br>Safeguarding team staff to attend training as needed. Facilitate staff meetings.<br>Equality policy reviewed annually |

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| • 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;<br>• Create a safe environment. Children and adults can feel safe in being ‘out’ or being themselves in school without fear of retribution. | Bullying and Incident Reporting File |

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/