

## Objective 1:

To improve curriculum provision in order to increase understanding of equality, diversity and inclusion for stakeholders including staff, pupils, governors and parents.

Rationale for Objective 1	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
<p>Some aspects of 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><b>Protected characteristics covered:</b> race/religion/gender/disability</p>	<p>Children articulate an improved age-appropriate knowledge of diversity, faiths and cultures when compared to starting points.</p> <p>Children recognise the protected characteristics as part of a person's identity and value each other's differences.</p> <p>Staff demonstrate a clear understanding of the protected characteristics and how these are taught through the curriculum.</p> <p>Protected characteristics and FBV are embedded within curriculum sequencing including across a range of subjects where appropriate.</p>	<p>Nominated link governor-equality &amp; inclusion</p> <p>Focused governor visits</p> <p>Management Committee (oversight of training &amp; resource budget)</p> <p>T&amp;L Governor has oversight of curriculum</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 Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
1.1 Staff CPD focused on EDI specifically the Protected characteristics.	Summer 2 2023	HT	Anti-racism Toolkit Introductory webinar Staff meetings x 2 NCC Anti-racism Toolkit PDM on Protected characteristics and British Values led by NCC EDI Team	Budget to be identified for staff meetings.
1.2 Identify link Gov for EDI and agree their role and responsibilities.	Summer 1 2023	HT	Time to explain Gov role and HT/ CY to share objectives and action plan.	
1.3 Audit curriculum resources (including key texts)/ provision for each subject area with regard to the protected characteristics.	Summer 2 2023	PSHRE/Subject Leads	Half-termly curriculum planning PDMs Subject Leadership time	Budget to be identified for resources
1.4 Update curriculum documentation to outline explicit T&L opportunities for protected characteristics on LTP and MTP.	Summer 2 2023	PSHRE/Subject Leads	Subject leadership time	Budget for teacher release time
1.5 Update the RE curriculum to ensure sequential progress in knowledge across faiths and cultures over time, supported by multicultural theme days/visits/visitors where appropriate.	Spring 2 2023	RE Leader	Subject leadership time	Budget for teacher release time Cost of visits/visitors.
1.6 Develop curriculum planning to consciously include key texts, resources and lessons which challenge stereotypes, and are representative of modern-day society i.e. Dollar Street website, Google Earth etc.	Starting Autumn 1 2023	All staff		
1.7 Update curriculum information for parents/carers/governors, to include DEIB development plans.	From Autumn 2023	HT/PSHRE Lead		



1.8 Survey/questionnaire to consult staff, parents/carers and governors in respect of the impact of the implemented curriculum changes.	Spring 1 2024	DEIB Governor HT	Focus group/survey School Parliament meeting	
1.9 Staff proactively challenge use of stereotypical language i.e. firefighters rather than fireman.	From Summer 1 2023	All staff		
1.10 Implementation of Picture News F2-Y2, to help keep children informed about current news and issues, and promote age-appropriate discussion re: the protected characteristics where appropriate.	Summer 2 2023	HT/PSHRE Lead	Staff meeting time to share expectations for usage with teachers.	Picture News subscription cost for primary and EYFS
1.11 Regular opportunities used to keep staff knowledge of protected characteristics up to date i.e. weekly briefings/PDMS	From Autumn 2023	HT/PSHRE Lead	Weekly briefing or PDM time	
<b>Future Developments</b>				
1.12 Consistently embed T&L opportunities for protected characteristics across the curriculum.	By Summer 2024	HT/PSHRE Lead/Subject Leaders	Half-termly curriculum planning PDMs Termly subject leader monitoring	
1.13 Consistently use texts across the curriculum to open up conversations about diversity.	By Summer 2024	HT/PSHRE Lead		
1.14 Develop links with other schools to support children's understanding of diversity. (Including through the Linking Schools Programme.)	Summer 2024	HT/PSHRE Lead		Transport costs for linking schools to meet.
1.15 Make effective use of monitoring to address misconceptions, and adapt/update ongoing development plans for improvement.	Summer 2024	HT/PSHRE Lead	Termly monitoring and review	

## Objective 2:

To ensure that all members of the Maun community feel a true sense of belonging and equality, whilst still recognising their uniqueness, within school.

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<b>Rationale for Objective 2</b>  As the number of children for whom English is an additional language is increasing there is an even greater need to ensure that they feel represented and valued within our school.  Through discussion with children, it seems that children who have protected characteristics have been assimilated into our school. We want children to have a good understanding of their identity and for children to understand differences and celebrate them.  <b>Protected characteristics covered:</b> All / those held by members of Maun Infant and Nursery School.	<b>Success Criteria</b>  Patents and children will have a sense of belonging and feel well represented within all aspects of Maun life.  Staff have good knowledge all children's identities within their class and time is spent celebrating their identities, uniqueness and protected characteristics.  Children are proud of their uniqueness and are confident to talk about their differences whilst still feeling they belong to Maun.	<b>Governor Involvement</b>  Governor monitoring day  DEIB Gov and PSHRE Lead to monitor	<b>Monitoring &amp; Evaluation Methods</b>  Review of this action plan (termly)  Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews.  Through conversations with children (pupil voice questionnaires)	<b>Reporting Progress</b>  School SEF  School Improvement Plan  Head Teacher Report to Governors  Link Governor Visits
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Resources - Financial
2.1 Review all pupil registration paperwork and other relevant school procedures, to ensure protected characteristics are accounted for.	Summer 2 2023	HT/Admin Team	Time to look through paperwork and adapt	
2.2 Develop whole school induction approach to include focus on, and celebration of, diversity within class teams, including for staff.	Autumn 2023	HT	Induction week	
2.3 Culture wheel/questionnaire used to capture diversity information so that children's identities are well understood and celebrated i.e. through learning words/phrases in a spoken language, trying foods from another culture, acknowledging festivals and celebrations, inviting parents/carers/visitors in etc.	Annually during transition or induction week, or as a new member joins the school	PSHRE Lead/Admin Team	Admin time for developing/sending out questionnaire and collating results Teacher time for use of the results to inform display	
2.4. Implementation of annual 'What makes me, me' theme day.	Autumn 2023	HT/PSHRE Lead		
2.5 Children see representations of themselves throughout our school through displays, texts and resources.	Summer 2 2023	PSHRE Lead	Release time for PSHRE Lead/DEIB Governor to audit the school's environment	Budget to purchase multicultural texts and resources
2.6 Belonging committee is set up and children help to consider how we can help all to feel part of our school.	Autumn 2023	HT/PSHRE Lead	Half-termly committee meeting time	
Future Developments				
2.7 Develop Belonging Committee to include stakeholders other than children.	From Autumn 2024	HT/PSHRE Lead	Half-termly committee meeting time	

### Objective 3:

To improve the self-regulation for boys so that they are able to engage positively with all aspects of school life.

Rationale for Objective 3	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
<p>Data shows that there are more physical incidents where the perpetrator is a boy and often the incidents are between two boys, resulting in lost learning time.</p> <p>From lunch time observations boys appear to play more roughly, which causes conflict and misunderstanding.</p> <p>Internal EYFS data 2022-23 shows that children who are below expectations for self-regulation, are disproportionately boys.</p> <p>Data shows that boys are far more likely than girls to lose Golden Time each week.</p> <p>Monitoring shows that boys are less able to appropriately access learning outside of the classroom i.e. PE.</p> <p><b>Protected characteristics covered:</b> gender</p>	<p>The number of boys at ARE for self-regulation will increase from starting points.</p> <p>There will not be a gender gap within the data for self-regulation.</p> <p>The number of behaviour incidents will decrease.</p> <p>Children will have a good understanding of how to help themselves when they feel unhappy/ angry or are in a disagreement.</p> <p>Boys demonstrate improved ability to engage appropriately in learning outside the classroom.</p>	<p>Focused governor visits</p> <p>DEIB gov monitoring alongside HT and Behaviour lead</p>	<p>Data analysis</p> <p>Behaviour logs</p> <p>Pupil interviews</p>	<p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
3.1 Update school behaviour policy with a focus on building relationships through trauma informed approaches.	Summer 2 2023	Behaviour Leads	Staff meeting time. SLT meetings	
3.2 Improve staff knowledge about the causes of different behaviours and how best to support children displaying them.	Autumn 1 2023	Behaviour Leads SENCO	Staff meeting time, including CPD from the Sherwood Area Partnership	External CPD where appropriate
3.3 Develop a whole school understanding of self-regulation, including what is expected at different ages. Implement whole school approach for management through the updated Behaviour and Relationships Policy (Zones of Regulation/Colour Monster).	Spring 2024	Behaviour Leads SENCO Lead TA	Staff meeting time, including CPD from the Sherwood Area Partnership	
3.4 Develop organisation and staffing of outdoor lunchtime provision to better support boys.	Summer 2023	HT Lead TA	½ hour daily per TA	New playtime equipment
3.5 Develop the lunchtime provision through implementation of OPAL, so that children are well engaged and know how to play with each other.	Autumn 2 2023	OPAL staff leads	Release time for OPAL staff leads Staff training time in line with OPAL programme	£5000 sports premium/PP funding Equipment and storage costs



## Equality Objectives and Action Plan May 2023 – May 2027

3.6 Ensure Take 5 & The 5 Ways to Wellness are embedded within the curriculum and are explicitly taught to all children.	Autumn 2 2023	PSHRE/SEMH Leads	Staff meeting time. Release time for pupil interviews	
3.7 Relaunch Tiered Approach to SEMH to target needs of identified boys, including through early identification.	Autumn 2023	HT/SEMH Lead	INSET May 2023 for TAs Whole school PDM time Summer 2 2023	
3.8 Revisit CPD about Executive Functioning and use to support management of behaviour.	Spring 2024	SENCO	Staff meeting time.	
<b>Future Developments</b>				
3.9 Implement strategies to enable children to support each other at playtimes i.e. Playtime Buddies, Help Me bench	Autumn 2024	PSHRE Lead/Lead TA		