**Holy Trinity C of E Primary School**

**Single Equality Scheme Action Plan**

*September 2023 - September 2026*

This document details the actions we will take to satisfy the requirements of the Single Equality Duty for all equality strands (Disabled, Ethnicity and Race, Gender Identity and Reassignment, Pregnancy, Maternity and Breastfeeding, Religion and Belief, Sexual Orientation, Age, Marriage and Civil Partnership).

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| **Aim** | **Equality** | **Objective** | **Responsibility** | **Timescale** | **Indicator of Achievement** | **Progress** |
| All staff receive CPD on the school’s arrangements to promote equality in the context of their job role. | All | School staff are able to identify the specific actions and behaviours needed to promote equality in the context of their job role and the impact of this assessed as part of the overall review of policies, procedures & practices in school | SLT | Ongoing | Evaluations of CPD indicate an increase in staff confidence and competence. Observations of teaching and learning include strategies to promote equality and narrow the gap outcomes |  |
| To ensure that SLT and the Governors are clear about their responsibilities in the recruitment and selection of staff | All | Recruitment procedures ensure equality for candidates and that the recruiting panel recruit the best person to the role Staff reporting improved sense of inclusion | SLT and AC | Ongoing throughout recruitment cycles | Feedback from candidates on the process indicates fairness. School staff reflect diversity |  |
| To equality impact assess all policies procedures and practices with particular emphasis on the attainment levels of pupils and students from vulnerable groups | All | Undertake Equality Impact Assessments on those policies, procedures and practices which remain outstanding | SLT | Ongoing | All policies, procedures and practices equality impact assessed and action points identified and recorded |  |
| To prevent and respond to all hate incidents and prejudiced based bullying | Sexual Orientation/ Race/Gender identity/ Disability/ Religion or belief | Pupils/students feel safer as they are assured that incidents will be dealt with promptly and fairly Increased staff confidence Accurate reporting rates | All Staff | Ongoing | Staff CPD is up to date and they are all fully aware of reporting procedures (including the detailed use of CPOMS) |  |
| To raise children’s awareness of the diversity of Britain and the different groups which make up our local area, wider community, the UK and beyond into the global community. | RaceReligion or Belief | Pupils have a good understanding of the local area, conduct visits and receive visitors to develop knowledge. Children understand the wider world and how what we do impacts upon the world. Children are able to understand struggles across the world and are accepting of differences | SLTPSHE LeadRE Lead | Ongoing | A strong PSHE Curriculum is supported by planning across all subjects in order to develop a sense of community. Children are able to discuss and describe the world using a knowledge of the world based a strong curriculum. |  |
| To ensure that the school curriculum covers and has an impact on the strands of the Single Equality Scheme | All | Curriculum areas ensure that all strands of the Single Equality Scheme are covered and that children have the opportunity to discuss differences | Policies | Ongoing | Long Term Planning indicates ability to discuss differences. Children feel comfortable discussing differences and display acceptance; living by the school ethos of ‘Love thy Neighbour’ ***(Matthew 22: 37-39)*** |  |
| To raise children’s awareness, knowledge and understanding of a range of disabilities | Disability | Pupils are accepting of all and have a deep understanding of differences | Worship LeadSLT | Ongoing | Children are understanding and accepting of differences |  |