Lancashire
Equality Mark

# Baxenden Action Plan Year 1

Lancashire
County
Council

We recommend focusing on actions for the next year. A school may choose to record all actions, including the simple ones, in the Equality Action Plan or they may choose only to record the more significant actions. These should be incorporated into the school development plan and link to the Equality Objectives which schools are required to publish in line with the Public Sector Equality Duty.

| **Name of school: Baxenden St John's CE Primary School** | **Date: Written October 2021** |
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| **Overall target: Equality & diversity is embedded within the wider curriculum to enable all stakeholders to flourish in a culture that values and respects beliefs and lifestyles of people outside of their regular experience.** | |
| **Intended impact:**<br>• **Pupils will be given regular opportunities to learn about the beliefs and lifestyles of people outside of their regular experience and will be taught tolerance and acceptance of all communities**<br>• **SL have included diversity plans and resources into their subject area and teachers actively seek opportunities to be culturally diverse within lessons**<br>• **Policies and procedures will always consider the impact on those with protected characteristics.** | |
| **Current situation / critical analysis** | **Required changes** |
| We have an 'Equality Governor' who is also a member of the newly formed 'Vision & Ethos' committee, which makes decisions and suggestions based on the vision statement – these are reported back to FGB<br>**Religion & Belief Equality**<br>This is a strength. As a church school, we follow the Blackburn Diocesan Syllabus which includes 'Questful RE' and 'Understanding Christianity'. Different world religions as well as Christianity around the world is woven throughout the scheme. We have a yearly 'cultural diversity' week that celebrates different religions as well as black history.<br>**Gender & Trans Equality**<br>This is a weakness due to lack of diversity within the school. However, we have a child who wishes to transition this year, and it will be the ideal opportunity to review our policies and procedures in order to support this vulnerable child and their family within our school family.<br>**Socio-Economic Equality**<br>This is satisfactory but could be improved further. We have basic SEN & PP policies and procedures in place, but these are not a strength of the school at the moment. There will be a new SENCO in post from January 2022, and we hope to ensure that provision becomes a strength of the school by autumn next year. | • Involve and inform parents through use of the school website and social media pages<br>• Involve the governors 'Vision & Ethos' committee with decisions and audits regarding equality on a more regular basis – half termly<br>• Resources and books in school need to reflect diversity and support positive stereotypes.<br>• Staff to receive appropriate training where required to improve their knowledge and skills when thinking about and planning for equality and diversity<br>• Policies and procedures will always consider the impact on those with protected characteristics<br>• To ensure there are no institutional barriers to children achieving their full potential and flourishing in line with the school's vision statement and distinctive Christian distinctiveness |


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| Actions | Costs / timescale / staff lead | Success criteria | Evaluation |
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| **General Targets** | | | |
| To use social media and the school website to promote understanding of community cohesion, equality and religious beliefs with parents and the wider community | Class teachers<br>HT | • Teachers update website on a regular basis.<br>• Equality page with details of what we have done and plan to do | • Website updated on a half termly basis due to time constraints<br>• Equality page set up<br>• PTFA involved in decision making and auditing – this needs to be extended next year |
| To develop the role of an 'Equality' governor within the Vision & Ethos committee | Governors<br>HT | • Equality governor to be involved in audits, monitoring within school and feeding back to other governors | • Equality governor (JM) feeds back to governors on termly basis – this needs to be on a half termly basis in future<br>• Half termly V & E meetings<br>• V&E have monitored learning environment for equality |
| Update all policies with the equality statement and ensure the equality objectives are up to date and re-visited | Governors<br>HT<br>Staff | • Staff meeting to discuss objectives and equality mark<br>• Governors aware of equality policy and statements | • Governors approved policy and statements and aware that equality statement is on all policies |
| **Religion & Belief Equality** | | | |
| 'Cultural diversity' week linked with black history in the autumn term – learning to progress each year | HT to book<br>£800 for PRAGS (2 days)<br>£400 for Imran (1 day) Muslim leader<br>£50 for LCC Black History Pack | • Scrapbooks with evaluations from children<br>• LCC Black history pack to celebrate BHM<br>• Different visitors and experiences with learning (building upon knowledge from previous teaching if repeated) | • We have had a 2-year cycle of knowledge and skills<br>• Scrapbooks in each class with evidence & evaluations of learning<br>• Next year, will focus on Sikhism rather than Hinduism as a progression |


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| List of religious and other celebrations/events to refer to throughout year (World Religion Day, Diwali etc) | No cost<br>HT | • Draw attention to festival and religious days during whole school worship<br>• Picture news used on a weekly basis to ensure prejudice is discussed | • List printed and followed throughout the year.<br>• Parents involved through Picture News<br>• However, many dates were during the holidays, so this needs making more explicit on worship timetable |
| Ensure there are a variety of books & resources that represent Diversity (with a focus this year on religions & different families) | £100 Amazon<br>HT<br>Subject leaders | • Range of books & resources reflecting religious diversity and different families<br>• Parents involved through Picture News | • Books purchased and integrated into KS1 and KS2 libraries<br>• Look at Letterbox Library for future purchases<br>• Displays definitely more varied and diverse |
| Create a community cohesion policy, which incorporates equality and diversity within our local community | No cost<br>HT<br>Governors | • Policy is created to show the diversity of people's backgrounds and circumstances is appreciated and valued. | • Policy created and passed by governors in autumn 2022 |
| Link with a Christian school through the 'Amani' charity and the LCC Linking Schools project | No cost<br>HT<br>School parliament | • Link established with multi-national school and a local school | • Link established with Nyakwaka school in Africa through school Parliament – now needs extending to whole school<br>• Linking schools project has established a link with Stoneyholme which will continue this year |
| Create a policy for dealing with racist and other discriminatory incidents. | No cost<br>HT<br>Governors<br>Staff | • Policy for racist incidents created.<br>• Update relevant polices with equality statements and protected characteristics | • Policies agreed with governors<br>• Specific policy for racism and discriminatory incidents is included as an appendix in behaviour policy Behaviour, anti-bullying policy and online safety policy all include links to child-on-child abuse linked with discriminatory incidents. |


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| **Gender Equality** | | | |
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| Successful gender transition of a Y6 child | No cost<br>Whole staff | • Child transitions to secondary school as the gender they would like to be known as | • Successful transition – see parent and child letters of impact<br>• Non-binary toilets now in place at the front of the school<br>• Suitable lessons sourced from PSHE scheme (SCARF) to ensure that other children understood the process of transitioning gender |
| Ensure that when resourcing lessons (particularly PSHE) that positive portrayals of people from different backgrounds are used. | No cost<br>SL to discuss during staff training | • People studied have diverse backgrounds of race, religion, gender and disability and celebrated for their achievements<br>• Displays reflect diversity | • Subject curriculum plans show diversity<br>• Displays show diversity of people, places and languages (French, well-being, art, BHM etc)<br>• Merit point teams have been re-named to show diversity |
| Staff to be trained on 'Trans Awareness' | HT/SLT then cascade to rest of staff | • Introduction to Trans awareness course (The Proud Trust) | • Staff now think more carefully about how they address children (not boy/girl but 'people' and 'team' etc) and families (parents/carers not just mum and dad) |
| Update the uniform policy to ensure it is non-binary | HT<br>Governors<br>Parent Voice | • Uniform policy is more flexible and less restrictive for groups of/individual pupil(s) and does not distinguish between genders. | • Policy updated and passed by governors in spring 2022 and implemented autumn 2022. |
| Ensure there are a variety of books that represent different families, professional roles & these are in a prominent place | £100 Amazon<br>HT<br>Subject leaders | • Range of books reflecting religious diversity and different families to be prominently displayed<br>• Teachers to 'tear down' stereotypes where spotted e.g girls football/rugby etc. | • School Parliament set up display in hall (well-being' and 'diversity') to showcase different books – they decided to turn it into a lending library<br>• Clubs encourage boys and girls (e.g. football, basketball etc) |


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| | | (clubs to be monitored for gender)<br>• Invite parents in for science week to discuss jobs & point out jobs that don't conform to stereotypes | • 'Just Like Us' book giveaway provided 2 books for the library (what does LGTB mean and Kenny lives with erica and Martina)<br>• Books to be purchased and integrated into KS1 and KS2 libraries in the future (Letterbox Library) that are specific to trans/gender rather than sexual orientation |
| **Socio-Economic Equality** | | | |
| Staff to receive training on trauma informed teaching. | No cost – fully funded<br>Staff<br>Governors | • Staff more aware of unconscious bias & trauma informed teaching.<br>• Impact felt in the attitudes of staff towards troubling behaviour of children | • Staff training delivered. Discussions as a result of the training were very positive and thought provoking and help staff to consider any unconscious bias we may have to wards behaviour.<br>• Strategies shared to ensure no individual or group are every disadvantaged in school. |
| Nurture groups set up | Approx £1000 for 2 TAs to be trained | • Training for staff (money from 'Beehive') | • HLTAs have been trained to provide nurture – KS1 and KS2 on a weekly basis with a focus on vulnerable children (PP, SEN or other needs) |
| PTFA to support in order to set up nurture provision room ('Beehive' project) | £10,000 target to raise and spend | • PTFA to raise £10,000 for Beehive to support children and teacher mental health | • Beehive is now up and running and £8000 was raised by PTFA – a list of expenditure has been formulated, which has included training for staff and a school counsellor |
| Pupil premium pupils need to have funding tracked | No cost | • Accurate records kept for spending on individual children – the impact needs to be measured in results | • PP children accessed tutoring scheme and top-up funding – gaps were closed |


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| | | • Target PP children with letters to parents inviting them to clubs so they benefit from provision.<br>• Use of Booktrust to provide quality texts for PP children to help enjoyment of reading | • PP children now receive 'Booktrust' packs of books each term, funded by the grant<br>• Ukrainian refugee supported by funding & nurture groups<br>• Tracking shows gaps are slowly being closed, although they are still wide.<br>• Accurate tracking of spending for LAC and PP children – extra curricular clubs/enrichments etc |
| SEN pupils need to have funding tracked | £2000 Edukey (to support provision mapping) | • Accurate records kept for spending on interventions for individual children – the impact needs to be measured in results<br>• Use of Edukey (provision mapping) to support | • SEN children accessed tutoring scheme and top-up funding – gaps were closed<br>• Accurate tracking of spending for LAC and PP children – extra curricular clubs/enrichments etc |
| Update the uniform policy to ensure it is more affordable | HT<br>Governors<br>Parent Voice | • Uniform policy is more flexible and less restrictive for for poorer families – fewer logos and more variety | • Policy updated and passed by governors in spring 2022 and implemented autumn 2022. |

**Total costs £4,450 (plus £10,000 from PTFA for 'Beehive')**

**Projected Actions (for next academic year 22/23)**

Update the whole school audit
Disability Equality Badge
Race Equality badge
Sexual Orientation Equality Badge
Join link schools project as an independent with existing link school & continue links with sponsored child and African school.
Purchase No Outsiders: Everyone Different, Everyone Welcome' book £17
Letterbox Library Book Pack to support diversity: £240


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