

Name of Academy: Fernhurst Primary School

Date: 29/11/2021

Period: 2021-2024

This Action Plan forms part of the Fernhurst Academy's Equality, Diversity and Inclusivity Policy.

Monitoring the impact of this policy will help highlight any differences between pupils/students and staff from different protected groups and decide if any further action will be necessary to meet particular needs and to improve the performance and attendance of pupils and welfare of staff from different groups in our commitment to the equality and diversity agenda, creating an inclusive environment.

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| Objective 1 |
| Pupil attendance and attainment to be at national expectations for all groups of pupils. |
| Rationale for this objective |
| To ensure that all pupils leave Fernhurst with the knowledge they require for the next stage of their education. |
| Actions required to achieve objective |
| Data analysed by race, gender and disability. Support plans, referrals, interventions to be put in place based on data. Governors to receive and question data in C&S meetings each term. The Headteacher and the Governor with responsibility for standards will ensure that this is monitored. |
| How success of the objective will be measured |
| The gap between groups of pupils will narrow. |
| Timeframe outline |
| By July 2022 initial data will be collated based on new curriculum. Improvement measured by July 2023. |

Objective 2

To create a curriculum which increases understanding of and respect for other cultures and faiths.

Rationale for this objective

To ensure that all pupils leave Fernhurst with respect for all people, regardless of faith, gender, race or sexual orientation.

Actions required to achieve objective

For curriculum units to include a balance of race, religion and minority group representation.

For enrichment opportunities to include a diverse range of experiences including multi faith visitors and disabled guest speakers.

Displays to actively promote diversity, as applicable.

A range of diverse texts to be sourced and integrated into the library.

Long term map of school trips to include the opportunity for all pupils to visit a mosque and Buddhist monastery.

RE assemblies to support understanding of other faiths and beliefs.

To provide appropriate worship opportunities for any pupil or staff member who is required to pray at specified times (eg: Muslims)

To review the environment regularly to ensure that it is safe for all pupils and staff with a protected characteristic.

Work with families when planning trips and enrichment activities to identify ways to enable pupils with all faiths to participate.

How success of the objective will be measured

LTP will demonstrate a range of units to incorporate different cultures and faiths. This includes the Explore curriculum, RE LTP and PSHE LTP. Trips and enrichment experiences will be embedded into school culture to support cultural capital.

Timeframe outline

Work will begin in 2021, impact will be embedded by January 2023.

Objective 3

To increase staff awareness of the language to use when discussing minority groups.

Rationale for this objective

To increase staff confidence and subject knowledge when speaking about diverse topics.

Actions required to achieve objective

Staff will receive 'Equality Act' training as part of an ongoing CPD cycle. This will be part of the induction process for new staff.

Enrichments available will include LGBTQ+ and sexualized behaviors to support staff CPD, alongside quality enrichment experiences for pupils.

Annual certificate in EDI for all staff (National College training)

Safeguarding training will include case studies on minority groupings.

Additional CPD to be sourced in line with needs identified.

How success of the objective will be measured

Staff surveys will demonstrate confidence levels. Monitoring of units of work will demonstrate appropriate levels of subject knowledge.

Timeframe outline

Work will begin in 2021, impact will be reviewed by July 2022

Objective 4

To reduce peer on peer bullying incidents.

Rationale for this objective

To ensure that peer on peer abuse is recognised and acted upon appropriately.

Actions required to achieve objective

Ensure all staff receive peer on peer, racist and homophobic bullying training. Include as part of induction programme for all new staff appointed.

Ensure reporting of incidents is accurate – CPOMS tracks these concerns.

Identify, respond and report racial and homophobic incidents (language and bullying) as outlined in the Equality Policy. Report the figures to the Governing Body on a termly basis.

How success of the objective will be measured

Reduction of incidents.

Pupils will be confident in discussing where there are incidents and how they are dealt with.

Timeframe outline

Work will begin in 2021, impact will be evident by July 2022 when further actions will be embedded into J2E to enhance provision.

Objective 5

To raise pupil awareness of differences within the wider society and actively promote respect and tolerance.

Rationale for this objective

To increase awareness of differences within society and develop respect for different groups.

Actions required to achieve objective

Enrichments available will include LGBTQ+ and sexualized behaviors to support staff CPD, alongside quality enrichment experiences for pupils.

Safeguarding training will include case studies on minority groupings.

All staff to complete British Values CPD (National College) to support them in enhancing this provision throughout the curriculum.

CPD to be sourced in line with needs identified.

PSHE and RE curriculums will underpin diversity and equality through age appropriate discussions and experiences.

Visitors to enhance the curriculum (through assembly presentations and enrichment opportunities) will represent a balance of gender, race, disability and will challenge stereotypes.

A wide range of texts will be available in the school and class libraries.

People studied within the Explore Curriculum will include a balance of race, faith and gender.

Themed days will include a focus on different groups of people (human rights day, world day for cultural diversity, world refugee day)

How success of the objective will be measured

Pupil understanding will increase, evidenced in pupil surveys and conferencing.

Timeframe outline

Work will begin in 2021, impact will be embedded by July 2023

Progress against Objectives

Objective 1: Pupil attendance and attainment to be at national expectations for all groups of pupils.

| Review Date: | Summary | Impact |
|--------------|---|--|
| 6/3/25 | <p>Attendance overall is in line with National. The school follows national requirements to issue PN etc in line with absence. Clear expectations and attendance plans are communicated with families. SEND and PP remains a gap – this is heavily impacted by two pupils who remain at the school.</p> | <p>With the exception of two casestudies data has improved over time. For the two pupils that have not made significant improvement, external agencies are involved.</p> |

Objective 2: To create a curriculum which increases understanding of and respect for other cultures and faiths.

| Review Date: | Summary | Impact |
|--------------|---|---|
| 6/3/25 | <p>There are examples of different minority groups through the curriculum but this is not all yet as well delivered as it could be so remains a priority area.</p> <p>Enrichment opportunities have included a wide variety of events, venues and opportunities.</p> <p>Displays include, where appropriate, a range of diversity.</p> <p>The library has an increased stock of diverse texts.</p> <p>Assemblies include a diverse content. .</p> | <p>There are examples of representation for all groups in school to support a sense of belonging.</p> <p>The curriculum itself requires further review to enhance the diversity – this is a Trust priority area for the next action plan.</p> |

Objective 3: To increase staff awareness of the language to use when discussing minority groups.

| Review Date: | Summary | Impact |
|--------------|---------|--------|
|--------------|---------|--------|

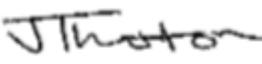
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|--------|--|---|
| 6/3/25 | <p>EDI and equality CPD has been included for all groups of staff.</p> <p>Staff have more confidence than they previously did but the use of language is ever evolving and there is a need for more CPD and work to ensure all groups of staff are confident in approaching conversations.</p> | <p>The work that has been done, workshops and CPD, has impacted this area making progress. With new staff and an ever changing demographic, this area needs to continue to be reviewed and supported.</p> |
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Objective 4: To reduce peer on peer bullying incidents.

| Review Date: | Summary | Impact |
|--------------|---|--|
| 6/3/25 | <p>CPD has taken place for staff. Accuracy of reporting has increased. Pupils report less incidents. All pupils report that they have a safe adult in school and all have known strategies to report any concerns.</p> | <p>Staff report accurately to CPOMS where incidents have been reported / witnessed. Racist and homophobic incidents have reduced with none in the most recent reporting period.</p> |

Objective 5: To raise pupil awareness of differences within the wider society and actively promote respect and tolerance.

| Review Date: | Summary | Impact |
|--------------|---|--|
| 6/3/25 | <p>Enrichment opportunities have been well supported by staff and parents have been encouraged to engage.</p> <p>Safeguarding CPD has included minority group casestudies.</p> <p>CPD has been completed during this period but not annually for British Values (BV).</p> <p>PSHE and RE curriculums demonstrate BV and diversity.</p> <p>The library has an increased range of texts.</p> <p>Focus days have taken place with positive feedback from pupils.</p> | <p>There is an increase in tolerance and respect from all pupils. Pupils have an increased sense of belonging as a result of the school becoming more diverse and the resources representing different groups.</p> |

Signed: 
Headteacher

Date: 6/3/25