

Equality Objectives and Action Plan 2023-2025

At Chesterton Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, sex, socio-economic background and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Chesterton Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Progress towards meeting the Equality objectives will be reviewed at the end of the academic year and results will be published.

Objective 1: To ensure the curriculum and wider school provision enables pupils to identify and talk about their emotions and develop healthy strategies for self-regulation and positive mental health.

Why we have chosen this objective: The percentage of pupils with SEMH needs in Wandsworth is 3.62% higher than both London and England levels. When pupils are regulated and feel safe in school, they will be ready to learn and reach their full potential, leading to high outcomes. We want to ensure our pupils are equipped with the life skills to be successful both within and outside of school.

To achieve this objective, we plan to: We will further develop the use of evidence-based approaches to support pupils with the SEMH needs. This includes both whole class/school approaches but also our nurture provision to support pupils with more complex SEMH needs. Collaboration with the NHS MHST will ensure that staff can have access to high-quality training, support and resources to effectively support pupils. Review the PSHCE curriculum to ensure that objectives continue to be relevant to pupils and that teaching approaches are in line with the most recent evidence and training. We will also work closely with the school community to ensure that support for parents/carers from the MHST and other agencies is made widely available and that key families are signposted and supported to the most relevant support.

Progress we are making towards this objective: Reviewed November 2024 (see below). Next review November 2025

Objective 2: To ensure the curriculum and enrichment opportunities represent the diversity of the school and community, and is underpinned by equality, dignity and mutual respect.

Why we have chosen this objective: Chesterton is rich with diversity with 35 home languages spoken by our pupils. In order for them to feel confident and valued as individuals as well as part of the wider community, we must provide opportunities to learn about and from each other. When pupils are engaged in a representative curriculum, they will be able to achieve to their full potential, leading to high outcomes.

To achieve this objective, we plan to: With the UNCRC at our heart, the curriculum will provide appropriate learning opportunities to develop a deep understanding of a range of cultures, beliefs and world experiences of others. It will also all for opportunities to challenge stereotypes of any of the protected characteristics. A review the PSHCE curriculum will take place to ensure that learning objectives around identity, stereotypes and healthy relationships continue to be relevant to pupils, taking into consideration pupil/community experiences, and that teaching approaches are in line with the most recent evidence and training. Re-establishing our parent/carer community group will allow for valued input into this development. By ensuring pupils feel part of and reflected within our curriculum, pupils will be engaged and able to achieve highly.

Progress we are making towards this objective: Reviewed November 2024 (see below). Next review November 2025

Equality Action Plan

Equality Strand R – Race D- Disability G – Gender SO – Sexual Orientation A – Age R/B – Religion or Belief CC – Community Cohesion	Focus	Strategy	Outcome	Responsibility	Timescale	Progress
All	All of the school community are made aware of the Equality statement, policy and action plan. Ensure the objectives are part of the whole school ethos.	-Embed statement, policy and action plan throughout school life - Equality policy and statement to be published on the website for all parents/carers	-All staff follow consistent procedures -Staff can speak confidently about how they uphold equality	Headteacher DHT	Ongoing	Nov 24 - Updated and published for parents/carers
All	To embed a systematic approach to equalities teaching throughout the curriculum.	-Continue to promote our embedded UNICEF rights respecting language through all year groups in all subject areas (where appropriate) - Robust and inclusive PSHCE and RSE curriculum -Embed in PSED curriculum (Early Years) - Celebrate events based on diversity and culture	-All staff are aware of rights respecting language and model this in lessons and around the building. - All staff are aware of	PSHCE Lead DHT Subject leaders Class teachers All staff	Ongoing Reviewed as part of subject explorations (subject leaders and linked SLT member)	Nov 24 – strong links in curriculum and planned events throughout the year, including assemblies and workshops. Texts have been curated carefully to showcase a range of diverse authors and main characters

		- Assemblies to be carefully planned and delivered to share celebrations, traditions and cultures -High quality texts with meaningful representation throughout the curriculum (supported through the CLPE)	- relevant issues and are able to teach confidently -All pupils are aware of age appropriate issues -Children understand equality and its importance -Pupils can verbalise their understanding of equality and how they use this in their daily lives.			
All	To challenge stereotypes and promote equality throughout the curriculum and within daily school life.	-Embed RSE throughout curriculum, with a particular focus on PSHCE/RE/Science/Computing/PE -Provide representative role models as part of curriculum learning which pupils can relate to and aspire to be like -provide children with a range of 'non-traditional' careers for boys and girls -All adults to challenge any pupil conversation that is branded as 'banter' or 'jokes' -Use of high-quality texts to	-Pupils can talk about what a stereotype is and how to challenge these (through pupil voice) -children feel safe and valued in school -Core and wider curriculum	PSHCE Lead DHT Subject leaders Class teachers All staff	Ongoing Through subject explorations (subject leaders and linked SLT member)	Nov 24 – 2 year cycle on identity planned during house mornings to promote positive identity and challenge stereotypes. Ongoing safeguarding training for staff on challenging and support pupils with their use of language. PSHCE lead and DHT conducted training with all staff during INSET day equalities and healthy relationships.

		exemplify a range of representation for gender, culture, race, ability, etc) as part of our work with the CLPE Reflecting Realities project. -PSHCE lead to review new materials and publications to promote equalities through the school	texts are representative			Work with Met Police to support parents/carers Hidden histories introduced in the 2024/25 academic year.
All	The school's procedure for dealing with bullying/harassment are clear and known by all stakeholders.	-Keep anti-bullying issues high profile in PSHCE curriculum -Anti bullying week -School council focus on anti-bullying issues during meetings - School council to re-establish anti-bullying commitments and share with all classes -Anti-bullying statement is published on the website -clear training of staff to support with consistent approach to deal with any incidents of bullying	-Low numbers of bullying and harassment issues -If there are any incidents of bullying, a robust plan is put in place -Pupils feel safe at school (pupils voice)	PSHCE Lead Leadership team All staff	Ongoing Half termly by DHT for Inclusion as part of inclusion review	Nov 24- half termly inclusion review allows for detailed knowledge on any potential areas of concern. Robust curriculum and enrichment workshops to promote healthy relationships and personal safety.
R/B	Racist, homophobic and transphobic issues are reported and appropriately responded to.	-Ensure all staff are aware of the procedures for reporting -All incidents are reported appropriately and dealt with -Staff training as part of safeguarding training -Robust PSHCE curriculum to promote equalities and how to tackle racist, transphobic, homophobic or antisemitic language -safeguarding training includes	-Low numbers of racist, homophobic and transphobic issues -If there are any incidents of racist, homophobic and transphobic, a	Leadership team All staff	Ongoing Half termly by DHT for Inclusion as part of inclusion review	Nov 24- half termly inclusion review allows for detailed knowledge on any potential areas of concern. Staff training ensures all respond consistently to any incidents and that pupils are supported.

		how these are	robust plan is put in place			
R, G, D	Monitor the progress and attainment by race, gender and disability or special educational need and identify any gaps which need to be addressed.	- Analysis of key groups -Weekly focus by phase leaders of any key groups identified -Pupil progress meetings led by DHT and SENCO	-Trends are identified and adjustments are made to teaching if necessary -Gap is reduced for individual pupils and key groups	DHTs Phase leaders SENCO	Termly by DHT class teachers are part of PPM Ongoing by SENCO and DHT for Inclusion	Nov 24- ongoing through assessment, PPMs and weekly phase meetings.
D	Reasonable adjustments are made for pupils with a disability or health need.	- Update and review accessibility plan at least yearly -Clear understanding of pupil needs -Strong partnerships with parents/carers, external services to ensure pupil needs are met -External agencies involved where appropriate to ensure pupils receive individual support where needed -Risk assessment carried out for educational visits	-All pupils have reasonable adjustments made for current cohort -learning plans/care plans are communicated with all staff working with pupils and reviewed with parents/carers regularly -Children with medical needs are supported to meet their	DHT SENCO Class teachers	Termly (and each time a new child starts). Ongoing by SENCO and DHT for Inclusion	Nov 24- Strong systems are in place for identifying and supporting pupils with SEND. SENCO and DHT for inclusion meet regularly with parents/carers to ensure a joined-up approach. Pupils with SEND make at least good or better progress against their starting points.

			needs -Children with medical needs are not disadvantaged in their progress or attainment			
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