



Self-help  
Self-responsibility  
Equity  
Equality  
Democracy  
Solidarity

## **Equality and Diversity Action Plan**

**First approved by Governors: October 2021**

**Review Frequency: Annually**

**Date of last review: September 2021**

**Date of next review: September 2022**



**Osborne**  
Co-operative Academy Trust

Author	Date Created	Version	Notes
Ian Broyd	2021	1.0	

Equality Strand	Action	Link to school equality objectives	How will the impact of the action be monitored	Responsible Person	Timeframe	Progress towards the target.
All	Ensure that the staff and Governing Body are aware of current legislation surrounding diversity and equality and understand the school's responsibility within it	1	Arrange equality and diversity training for all staff and governors.	Headteacher and equality and diversity lead.		
All	To ensure that assemblies promote role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, religion, gender, disability and sexual orientation. To ensure that assemblies promote the fact that that discrimination on the basis of: Religious belief, colour, ethnicity, learning difficulty, mental or physical disability, gender, sexual orientation, age or social class is not acceptable	2	By publishing suggested assembly themes. By sampling assemblies.	Headteacher and senior leadership.	Ongoing	Assembly themes have been shared with senior leaders.  Four inspirational role-models were invited into school during Black History Month.
All	To ensure the school's curriculum promote role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	2	Through monitoring of the school's curriculum.	Headteacher and senior leadership.	Ongoing  New CPSHE curriculum will be fully rolled out in	

	<p>To ensure the that the school's curriculum promotes that discrimination on the basis of: Religious belief, colour, ethnicity, learning difficulty, mental or physical disability, gender, sexual orientation, age or social orientation, age or social class is not acceptable.</p> <p>To ensure that the school's curriculum isn't unconsciously biased e.g. by ensuring that displays and materials used in class are representative of a broad spectrum of the population.</p>				<p>the Summer Term.</p> <p>No Outsiders programme will be launched in September 2021.</p> <p>Hackney Diverse curriculum launched in September 2021.</p>	
All	To ensure that pupils are given the opportunity to make a positive contribution to the life of the school e.g. school council, peer mentors, play leaders and sports' leaders.	2	Monitoring of make-up of school council and other representative bodies.	Headteacher and senior leadership.	Ongoing	The school council is a fair representation of the make-up of the school.
All	To ensure that pupils and staff advance the cause of equality and inclusivity in the wider community.	3	<p>Participation in Black History Month activities.</p> <p>Participation in Remembrance Sunday activities.</p> <p>Participation in Holocaust Memorial Day.</p>	Headteacher, SLT and School Council Lead.		

All	To ensure that fundamental British values are promoted and embedded in the curriculum.	2	Children's understanding of fundamental values and the Co-operative values.	Headteacher and senior leadership team.		British Values are displayed in classrooms and are regularly discussed through assemblies and also CPSHE.
All	To ensure that classroom and corridor displays promote diversity in its broadest sense.	2	Monitoring of school displays.	Art leader		All classrooms have British Values displays. There are also Black History, Hearing Impaired and minority ethnic authors displays in the school.
All	To ensure that the school's book-based curriculum includes books written by authors from diverse backgrounds.	2	Review of books chosen for the school's book based curriculum.	Literacy leader	Autumn 2021	
Race Equality Duty	Continue to identify, respond to and report any racist incidents. Report racist incidents to the governing body and trust. Work proactively with parents and carers to reduce incidences of racism.	3	Reporting of racist incidents to the governing body and trust once a term. The number of racist incidents will decrease. Report racist incidents to victim and perpetrators' parent(s)/carer(s)	Headteacher	Ongoing	Racist incidents have been reported every term through the headteacher's report.

Sexual orientation	To identify, respond and report any homophobic incidents. Report homophobic incidents to the governing body and trust. Work proactively with parents and carers to reduce incidences of homophobia or transphobia.	3	Reporting of homophobic incidents to the governing body and trust once a term. The number of homophobic incidents will decrease. Report homophobic and transphobic incidents to victim and perpetrators' parent(s)/carer(s)	Headteacher	Ongoing	
All	To identify, respond and report any incidents of discrimination involving protected characteristics. Report incidents to the governing body and trust. Work proactively with parents and carers to reduce incidences of homophobia.	3	Reporting of incidents to the governing body and trust once a term. The number of homophobic and transphobic incidents will decrease. Report homophobic and transphobic incidents to victim and perpetrators' parent(s)/carer(s)			
Sexual Orientation	To challenge and eliminate homophobic and transphobic language and prejudice amongst the school community. Introduction of no outsiders programme. CPSHE lessons linked to different kinds of bullying.	3	CPSHE lessons linked to different kinds of bullying.	SLT and CPSHE lead.	Autumn 2021 rollout of the 'No Outsiders' programme.	

SEN and disability	To improve the progress of SEND pupils through targeted interventions.	4	SEND pupils will show good progress from their starting points. Make SEND pupils a focus of pupil progress meetings.  Continue to be a fully inclusive school.	Headteacher, Deputy Head for Inclusion, head of the Hearing Impaired base and SENDCo.	Ongoing. Monitored each half-term through Target Tracker and ABLLs.	
EAL	To improve the progress of EAL pupils through targeted interventions.	4	EAL pupils will show good progress from their starting points. Make EAL pupils a focus of pupil progress meetings.	Headteacher. Deputy Headteacher for inclusion.	Ongoing Monitored each half term through Target Tracker and ABLLs.	
Disadvantaged pupils	To improve the progress of disadvantaged pupils (Free School Meals, Pupil Premium and Looked after pupils) through targeted interventions.	4	Disadvantaged pupils will show good progress from their starting points. Make disadvantaged pupils a focus of pupil progress meetings. All disadvantaged pupils will be part of catch up plans unless agreed by the headteacher.	Headteacher, Deputy Head for inclusion and teacher with responsibility for looked after children.	Ongoing Monitored each half term through Target Tracker and ABLLs.	
Race Equality	To strive to diversify the workforce by recruiting more people from ethnic minority backgrounds.	5	Advertisements reflect the school and borough's commitment to equal	Headteacher and governing body.		

	Ensure that recruitment and selection procedures adhere to the guidelines as outlined in the Equalities Act 2010		opportunities  Ethnic minority candidates who meet the person specification will always be interviewed.			
Race Equality	To strive to diversify the governing body by attracting people from diverse ethnic backgrounds to the role.	5	Ensure that promotional material for the governing body ensures that it makes reference to welcoming people from all backgrounds.	Headteacher and the governing body.		