



Tonacliffe Primary School Improvement Plan 2020 – 2022
Community Cohesion and Diversity: Equality Action Plan

Prioritised Areas for Development	
Focus 1: Equality as a whole	
Overview of Key Priorities 1	
<ul style="list-style-type: none"> • These actions take into consideration equality and equity as a whole at Tonacliffe, encompassing all six strands. It aims to promote community cohesion and diversity whilst tackling discrimination and ignorance, as well as upholding and teaching tolerance, acceptance, empathy and unity so that it becomes an established ethos as part of the Tonacliffe Primary School philosophy. 	
Current Situation/ Critical Analysis	
<ol style="list-style-type: none"> 1. We can show how we meet the Public Sector Equality Duty (PSED) through our Single Equality Duty Policy. 2. Whilst equality is taken into consideration and Tonacliffe has a commitment to equality and diversity, there is no clear procedure for monitoring of equality. 3. There is no lead on equality with no specific person overseeing the area. 4. We deal with equality issues when they arise, but we are not proactive in having measures in place before they are needed or come to light. 5. Some staff have concerns in regards to their understanding of some of the aspects within the strands of equality, including terminology. 	
Supporting Evidence	
<ol style="list-style-type: none"> 1. Whole school equality audit. 2. SLT meetings. 	
Required Changes	
<ol style="list-style-type: none"> 1. Our commitment to equality and diversity must feed through the ethos of the school, with all pupils, parents and staff embedding community cohesion into daily practice. 2. The school must become proactive in providing measures to ensure we are not only meeting the PSED but that we take this further by developing a culture and ethos where equality, diversity and community cohesion are entrenched within the school for all to observe. 3. Under-represented groups participate in all areas of school life. 4. Staff are aware of the different strands of equality and what equality means. They deliver principles of equality through daily teaching. 	
Proposed Outcomes	
<ol style="list-style-type: none"> 1. Inclusion lead to oversee equality within school. 2. Equality becomes a regular and sustained topic on SLT meeting agendas. 3. The school appears welcoming to people of all cultures, races and faiths, with barriers to participation in school life disassembled. 4. All staff are involved in the development and improvements within equality, community cohesion and diversity, and feel confident and able to do so. 5. PSHE scheme of work is audited to ensure all strands of equality are taught as needed and at an appropriate level. 6. The school council regularly discuss equality and are able to give a pupil voice in terms of equality objectives. 	



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7. Governors are aware of the importance of the equality policy and are actively involved in the promotion and embedding of equality within school.
8. Signposting to be visible to support the whole school community.
9. The whole school curriculum actively includes all strands of equality and are explored when necessary and appropriate.

Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
<p>Inclusion lead to oversee equality within school.</p> <p>The school appears welcoming to people of all cultures, races and faiths, with barriers to participation in school life disassembled.</p> <p>All staff are involved in the development and improvements within equality, community cohesion and diversity, and feel</p>	<ul style="list-style-type: none"> Have a clear procedure for evaluating and reporting on these equality action plan targets. 	SLT to read action plan by April 2021.	Action plan completed and in place.	NA	LS	SLT	March 2021	Action plan written by April 2021. Then ongoing.
	<ul style="list-style-type: none"> Appoint an inclusion lead from SLT to oversee equality within school, manage equality action plan and improve community cohesion. 	JH to appoint and assign lead of equality. Spring term 2021.	Lead begins work on equality and applies for the equality mark.	NA	JH	LS	March 2021	Ongoing.
	<ul style="list-style-type: none"> Include a range of members of the school community involved in the development of equality objectives. 	Staff meeting agendas/minutes.	All staff are involved in the development and improvements within equality, community cohesion and diversity, and feel confident and able to do so.	NA	JH/LS	School staff	September 2021	Ongoing.



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confident and able to do so.	<ul style="list-style-type: none"> Ensure equality statements are in place in all policies; including curriculum policies. 	Curriculum leads to review policies. Sept 2021. SLT to review other policies. Sept 2021. SLT to monitor reviews.	All policies have a statement regarding equality across all 6 strands.	NA	SLT	Subject Coordinators	September 2021.	October 2021.
	<ul style="list-style-type: none"> Minutes of meetings are to show consideration of equality (SLT, governors, staff meetings etc) 	Meeting minutes.	Equality issues are discussed regularly at all meetings.	NA	LS	SLT Governors School staff	April 2021.	Ongoing.
	<ul style="list-style-type: none"> Create a community cohesion / equality policy. 	SLT to read final policy by December 2021	Single Duty Equality policy is updated to create a community cohesion or equality policy.	NA	LS	SLT	September 2021.	November 2021.
	<ul style="list-style-type: none"> Create and action a community cohesion audit (LCC community cohesion audit toolkit). 	LCC audit toolkit. SLT review. Spring term 2022.	LS to have overall view of community cohesion in school.	NA	LS	SLT Governors School staff	January 2022.	March 2022.
	<ul style="list-style-type: none"> For all staff to have an awareness of the different strands of equality throughout the school community. 	Training provided by LCC Equalities team. Staff meeting minutes. Autumn term 2021.	All staff have had equality training and understand the 6 broad areas of equality and the aims of the school.	?	LS	SLT School staff	September 2021.	December 2021.



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	<ul style="list-style-type: none"> The Lancashire Equality Charter to be on display in a prominent position. 	SLT to discuss. Visit from LCC Equalities team (after submission of accreditation).	The Lancashire Equality Charter is visible to everyone entering the school.	NA	LS	JH PM	July 2021.	Ongoing.
	<ul style="list-style-type: none"> Have a diversity, equality and community cohesion display board which includes signposting to different organisations, to raise awareness and to ask questions. 	Visit from LCC Equalities team (after submission of accreditation). LS to monitor.	Display board is up in a prominent position, celebrating diversity and signposting to information.	NA	LS		July 2021.	Ongoing.
	<ul style="list-style-type: none"> Have a school welcome sign in different languages. 	Visit from LCC Equalities team (after submission of accreditation). SLT to review. LS to monitor.	Welcome sign is up at the entrance to school which displays 'welcome' in other languages.	NA	LS		July 2021.	Ongoing.
	<ul style="list-style-type: none"> Displays around school to be audited for diversity. 	Audit paperwork shared with SLT and governors. Autumn term 2021.	Displays are audited on diversity and findings shared with SLT and teachers.	NA	LS		July 2021.	July 2021.
	<ul style="list-style-type: none"> Have a diversity statement on the newsletter. 	SLT to discuss. LS to monitor. Summer term 2021.	The newsletter includes a different community cohesion and	NA	LS	SLT RC	June 2021.	Ongoing.



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	<ul style="list-style-type: none"> Large print / easy to read / translated versions of letters available on request. 	LCC. Office staff at application to school. Sept 2021.	diversity statement each month. If any parents request that they are needed, upon their admissions form, different versions of letters are available.	?	DW HS RC	SLT Teachers	September 2021.	Ongoing.
	<ul style="list-style-type: none"> Deliver and analyse a staff questionnaire on attitudes towards equality and diversity, including LGBTQ+ and socio-economic status, as well as training needs. 	Questionnaires to guide SLT on needs and next steps. Summer term 2021	A questionnaire is delivered to staff on their attitudes towards equality, results analysed and shared with SLT and teachers.	NA	LS	School staff	July 2021.	July 2021.
	<ul style="list-style-type: none"> Deliver training from external expertise and guidance to enhance staff knowledge and understanding. 	LCC Equalities team training. Autumn term 2021	Based on the results of the questionnaire, staff training delivered based on need.	?	LS LCC	School staff	September 2021.	July 2022.
	<ul style="list-style-type: none"> Assemblies focused on equality. 	LS to monitor assembly topics. SLT to discuss next steps/topics. Spring term 2021	At least once a month, one member of SLT to deliver a whole school assembly based on equality.	NA	LS	SLT	April 2021.	Ongoing.



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	<ul style="list-style-type: none"> Diversity events celebrated. 	<p>SLT to incorporate into assembly schedule. LS to monitor those celebrated in school. Summer term 2021</p>	<p>Different diversity events are celebrated throughout school. Teachers given a calendar of events to choose from and SLT to choose those celebrated as a whole school.</p>	NA	LS	SLT Teachers	June 2021.	Ongoing.
	<ul style="list-style-type: none"> Diversity events to be shared on the display board, newsletter and website. 	<p>LS to monitor. Summer term 2021</p>	<p>Whole school community is aware of and celebrate diversity based events.</p>	NA	LS	School staff.	June 2021.	Ongoing.
	<ul style="list-style-type: none"> The school choir to perform in care homes once deemed safe from Covid 19. 	<p>CC and FF to arrange and monitor. Spring term 2022.</p>	<p>School choir will perform for residents of care homes in the area.</p>	NA	CC	FF	January 2022.	Ongoing.
	<ul style="list-style-type: none"> School council to devise pupil focussed equality objectives. 	<p>BC and RG to monitor and support school council to ensure objectives are relevant. Autumn term 2021.</p>	<p>The school council will devise a set of 'pupil friendly' equality objectives to be presented to the school and displayed on board.</p>	NA	BC	RG	October 2021.	July 2022.



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	<ul style="list-style-type: none"> School council to create a pupil friendly equality charter, including objectives, based on the equality strands. 	<p>BC and RG. LS observation of school council meeting. Autumn term 2021.</p>	<p>The school council will create an equality charter based on the objectives they came up with. This will be presented to the school and displayed.</p>	NA	BC	RG LS	October 2021.	December 2021.
	<ul style="list-style-type: none"> Appoint a designated governor for equality. 	<p>Governor meeting minutes. Summer term 2021.</p>	<p>There will be a governor specifically for equality.</p>	NA	JH	LS Governors	July 2021.	Ongoing.
	<ul style="list-style-type: none"> Governor equality training. 	<p>Governor meeting minutes. LLC training. Autumn term 2021.</p>	<p>Equality training delivered to governors.</p>	?	JH	LS Governors	September 2021.	December 2021.
	<ul style="list-style-type: none"> SLT equality training. 	<p>SLT meeting minutes. LCC training. Autumn term 2021.</p>	<p>Equality training delivered to SLT.</p>	?	LS	SLT	September 2021.	December 2021.
	<ul style="list-style-type: none"> Positive action measures to attract underrepresented groups when school vacancies arise, including when appointing new governors. 	<p>SLT monitoring. Summer term 2021.</p>	<p>Under-represented groups are appointed for school vacancies.</p>	NA	Govs JH	SLT	April 2021.	Ongoing.



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	<ul style="list-style-type: none"> Consider the achievement and attainment of all sub-groups and compare the data of sub-groups to national and county data. 	<p>SLT to monitor and compare data of all subgroups. Summer term 2021.</p>	<p>Data of children in all subgroups is compared to data locally and nationally.</p>	<p>NA</p>	<p>SLT</p>		<p>July 2021.</p>	<p>Ongoing.</p>
	<ul style="list-style-type: none"> Outdoors area to reflect diversity. 	<p>LS and CC walk through and observations. Spring term 2022.</p>	<p>Diversity is clearly observed and celebrated in the outdoor provision.</p>	<p>NA</p>	<p>CC</p>	<p>SLT</p>	<p>Jan 2022.</p>	<p>March 2022.</p>
	<ul style="list-style-type: none"> Curriculum auditing to consider all equality strands. 	<p>LS to monitor. Autumn term 2021.</p>	<p>Curriculum policies consider all equality strands, incorporate an equality statement and plan for equality.</p>	<p>NA</p>	<p>LS</p>	<p>Subject coordinators</p>	<p>September 2021.</p>	<p>October 2021.</p>
	<ul style="list-style-type: none"> More time to be given in subjects to critically explore and challenge prejudice, stereotyping and injustice. Staff to include opportunities on lesson plans, to encourage questions and to have knowledge of answers that don't discriminate. 	<p>LS to monitor lesson plans. Lesson observations. Walk throughs. Spring term 2022.</p>	<p>Lesson plans and observations show where diversity has been taught and discussed.</p>	<p>NA</p>	<p>LS</p>	<p>Teachers</p>	<p>January 2022.</p>	<p>Ongoing.</p>
	<ul style="list-style-type: none"> Monitor the attendance of subgroups. 	<p>Office staff to provide SLT with attendance data.</p>	<p>Attendance in school of subgroups monitored termly</p>	<p>NA</p>	<p>JH</p>	<p>SLT Office staff.</p>	<p>June 2021.</p>	<p>Ongoing.</p>



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		SLT to discuss and monitor. Summer term 2021.	and any barriers to attendance discussed in SLT meeting to try and overcome them.					
	• Monitor the attendance of subgroups in extracurricular sports and competitions.	LS to monitor through registers. Summer term 2021.	LS to monitor registers and analyse attendance of subgroups.	NA	LS		June 2021.	Ongoing.
	• Encourage involvement in school life of under-represented groups.	LS to monitor through registers. Summer term 2021.	LS to investigate whether there are barriers to participation and reach out to all children to attend.	NA	LS		June 2021.	Ongoing.
	• Update anti-bullying policy.	SLT. Autumn term 2021.	Anti-bullying policy updated.	NA	SLT		October 2021.	October 2021.
	• Update positive behaviour policy to include all equality sub-groups.	SLT. Autumn term 2021.	Positive behaviour policy updated to include all equality groups.	NA	SLT		October 2021.	October 2021.
	• Prejudice to be taught through PSHE lessons.	BC to conduct lesson observations and monitor lesson planning. Spring term 2022.	Prejudice is a topic taught discretely through PSHE lessons.	NA	BC	SLT Teachers	January 2022.	Ongoing.



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	<ul style="list-style-type: none"> Instances of prejudice to be reported to CC&D lead (community cohesion and diversity) and governors. 	<p>LS alerted on CPOMs. LS to monitor records. Governor meeting minutes. SLT meeting minutes. Spring term 2021.</p>	<p>Instances of prejudice are reported to the relevant people and dealt with appropriately.</p>	NA	JH	LS SLT Teachers	April 2021.	Ongoing.
	<ul style="list-style-type: none"> Ensure admissions forms ask for preferred language and communication needs. 	<p>LS to monitor. Sept 2021.</p>	<p>Admission forms have a section asking parents/carers what their preferred language is and any communication needs.</p>	NA	JH/LS	Office staff	September 2021.	Ongoing.
	<ul style="list-style-type: none"> Organise local organisations and visitors from a range of diverse communities to be invited into school. 	<p>All staff to record visitors. LS to monitor. Spring term 2022.</p>	<p>More visitors are welcomed into school, who have a wide range of diverse backgrounds. These include curriculum based but also for assemblies and celebrations.</p>	NA	LS	Teachers	January 2022.	Ongoing.



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	<ul style="list-style-type: none"> • Deliver and analyse a pupil questionnaire to collect their views on equality. • Deliver and analyse a questionnaire to parents regarding the barriers to participation in school life. 	<p>Questionnaires to guide SLT on needs and next steps. Autumn term 2021.</p> <p>Questionnaires to guide SLT on needs and next steps. Spring 2022.</p>	<p>Questionnaire delivered to pupils and results collated. Views on equality are highlighted to inform future actions.</p> <p>Questionnaire delivered to parents and results collated. Barriers to participation highlighted to enable SLT to plan on how to overcome these barriers.</p>	<p>NA</p> <p>NA</p>	<p>LS</p> <p>LS</p>	<p></p> <p>SLT</p>	<p>September 2021.</p> <p>January 2022.</p>	<p>July 2022.</p> <p>February 2022.</p>
<p>Evaluation</p>	<p>July 2021:</p> <p>LS has become the community cohesion and diversity lead to oversee equality within school, manage the actions documented within the SIP and improve community cohesion and diversity within school.</p> <p>Equality has become a regular topic on the SLT meeting agenda.</p> <p>JH has delivered an assembly based on equality.</p> <p>LS led a staff meeting to discuss where we are as a school and the aim going forward. We discussed the strands of equality and barriers that may be faced. We discussed notable dates for an inclusive whole school notable dates and events calendar.</p> <p>The Lancashire Equality Charter was applied for and granted and is on display next to the Equality and Diversity display board near the front entrance.</p> <p>An Equality and Diversity display board has been put up at the front entrance which includes signposting, inspirational people and information.</p> <p>Equality and diversity statements have been included on the weekly newsletter.</p> <p>A welcome board has been placed at the front entrance with hello/welcome signs in different languages. This board also celebrates star pupil and friendship and kindness awards.</p> <p>Some displays have celebrated and show diversity but more could be done.</p>							



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There is an option for the school website to be translated into different languages. This is at the top of the home screen.
A staff questionnaire was not created and sent out but this will be done in September.
Assemblies have included equality and diversity issues.
School have celebrated diversity events such as World Downs Syndrome Day. School have also created a calendar of other events that everyone will celebrate or acknowledge.
An equality governor needs to be appointed in September and to undertake training.
Attendance of sub-groups needs to be monitored in September.
Once improvements on the tracker have been made, data for sub-groups needs to be monitored and compared to local and national data.
Once extra-curricular clubs and competitions re-start, attendance of sub-groups needs to be monitored.
Instances of prejudice are reported to SLT and CC&D lead.

December 2021:
Staff have an awareness of the different strands of equality throughout the school community, through training in staff meeting. A further staff meeting was lead to discuss what we do to support families who may be experiencing financial hardship and what changes we could make in the future.
A uniform recycling event was held to support families in getting new uniform for the spring term.
Events celebrated include Windrush Day, Armistice Day and anti-bullying week.
An equality governor has been appointment and is now ready to receive equality training.
LS wrote an anti-bullying policy.
LS wrote an equality and community cohesion policy.
With IG, LS updated the positive behaviour policy.
Subject data on the tracker for sub groups is monitored by all subject coordinators.
School choir performed at a care home. A wide range of children were selected including pupil premium, FSM, SEN, LAC and vulnerable children.
Attendance of SEN, pupil premium and EAL children is monitored at after-school sports clubs and competitions.
Pupil premium children have attended sports clubs free of charge.
LS created an EAL register based on the information given to school by parents.
Instances of prejudice are reported to SLT and CC&D lead.

April 2022:
Equality audit has been updated.
Displays around school are diverse and clearly link to notable / celebratory dates.



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	Data continues to be monitored for each sub group. Attendance of SEN, pupil premium and EAL children continues to be monitored at after-school sports clubs and competitions.
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Prioritised Areas for Development	
Focus 2: Gender and gender variance	
Overview of Key Priorities 2	
<ul style="list-style-type: none"> • These actions are based on gender and gender variance (including trans+) and how we will engage with issues, bias, barriers and positive affirmation relating to such at Tonacliffe. 	
Current Situation/ Critical Analysis	
<ol style="list-style-type: none"> 1. We have gender specific football teams but mixed gender clubs for other sports. Having a single sex football team may be causing unintentional bias and barriers to those unsure of their gender or those experiencing gender variance. 2. We celebrate Women and Girls in sport month. 3. We have 3 male members of staff out of 42. 4. No members of the school community are transgender or transitioning that SLT are aware of, however a staff questionnaire may help SLT become more aware of any gender related topics within the school staff. 5. We have staff toilets that are not gender specific however pupil toilets are from reception upwards. 6. We currently have no pupils who have raised any worries or questions over their gender, however a pupil questionnaire may raise any concerns pupils are having. 7. We have no gender neutral children on role and we have no pupils identifying as a different gender to the one that they were assigned at birth. 	
Supporting Evidence	
<ol style="list-style-type: none"> 1. Whole school equality audit. 2. Observations around school. 3. Subject data. 4. Admissions forms. 5. CPOMs reports. 	
Required Changes	



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1. Gender stereotypes and bias are not subconsciously transferred onto our pupils.
2. That every club has opportunities for all and that participation is not gender specific.
3. Data does not show a trend for both boys and girls.
4. Staff are aware of how to spot signs of any pupil struggling to associate with their gender identity.

Proposed Outcomes

1. That staff understand the terms linked to gender and gender variance.
2. That staff are able and feel comfortable in spotting signs of any pupil struggling with their assigned gender or any pupil who may identify as a gender not assigned at birth.
3. Staff to also understand how to communicate with any gender neutral pupils that may come on roll, e.g. use of correct pronouns.
4. To ensure that all clubs are inclusive and that children are not put off joining a club due to gender.
5. That as a school we are not portraying gender bias in any subliminal message.

Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
That as a school we are not portraying gender bias in any subliminal message. That staff are able and feel comfortable in spotting signs of any pupil	<ul style="list-style-type: none"> • Engage again with Women and Girls in Sport day/month. 	Displays around school, monitored by LS. Intra-school sports competition. Feb 2022	Women athletes are celebrated, sports competitions are held and inspirational messages are conveyed to our pupils.	NA	LS	Teachers	February 2022.	February 2022.
	<ul style="list-style-type: none"> • Incorporate into the staff questionnaire, knowledge of gender variance to highlight any training needed. 	Questionnaires to guide SLT on needs and next steps. Autumn term 2021.	A questionnaire is delivered to staff on their attitudes and knowledge towards	NA	LS	Teachers	July 2021.	July 2021.



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struggling with their assigned gender or any pupil who may identify as a gender not assigned at birth.	<ul style="list-style-type: none"> Learning log homework each year on inspirational women. 	<p>LS to monitor. Display examples of good work on display board. Next academic year.</p>	<p>gender and gender variance, results analysed and shared with SLT and teachers.</p> <p>Pupils engage with a learning log about inspirational women and share this with their class and others'.</p>	NA	LS	Teachers	September 2021.	July 2022.
	<ul style="list-style-type: none"> Inspirational quotes re gender and gender variance to be published on the newsletter. 	<p>LS to monitor. Starting Autumn term 2021.</p>	<p>Inspirational quotes about gender will be published monthly on the newsletter.</p>	NA	LS	RC	June 2021.	Ongoing.
	<ul style="list-style-type: none"> Incorporate into the pupil questionnaire, thoughts and feelings towards gender as well as their own gender. 	<p>Questionnaires to guide SLT on needs and next steps. Autumn term 2021.</p>	<p>Questionnaire delivered to pupils and results collated. Views worries and concerns on gender and gender variance are highlighted to inform.</p>	NA	LS	SLT	September 2021.	July 2022.
	<ul style="list-style-type: none"> Pupils to be aware that they can raise questions around their own gender. 	<p>CPOMs. LS to monitor. Spring term 2021.</p>	<p>Pupils will talk openly to staff about any worries or concerns and they</p>	NA	LS	SLT Teachers	April 2021.	Ongoing.



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	<ul style="list-style-type: none"> All sports clubs are available for all. 	LS to monitor registers.	<p>will be offered support and guidance.</p> <p>Children can attend any sports club regardless of their gender or the gender of which they identify.</p>	NA	LS	Teachers FUNDA	September 2021.	Ongoing.
<p>Evaluation</p>	<p>July 2021: All sports clubs will be mixed from September. Inspirational quotes have been published via the newsletter. Learning logs on inspirational women have been sent out and completed.</p> <p>December 2021: All sports clubs are mixed. Inspirational quotes have been published via the newsletter. Learning logs on inspirational women have been sent out and completed. One parent has supported with questions around her son’s gender and potential gender variance. This child will be supported if they decide to change their gender in the future. Subject data on the tracker for gender is monitored by all subject coordinators.</p> <p>April 2022: Took part in #LetGirls Play day. Women taking part in sport was promoted through girls’ football competitions. This was part of the biggest ever football competition for girls in England. School took a pledge to raise the profile of women’s football. We got a certificate for this.</p>							

Prioritised Areas for Development
Focus 3: Sexual orientation



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Overview of Key Priorities 3								
<ul style="list-style-type: none"> These actions are based on sexual orientation (including LGBTQ+) and how we will engage with issues, bias, barriers and positive affirmation relating to such at Tonacliffe. 								
Current Situation/ Critical Analysis								
<ol style="list-style-type: none"> Sexual orientation is taught through 'same sex families' in PSHE lessons. The terms 'lesbian' and 'gay' will be used with UKS2. There have been instances of terminology used in homophobic slurs by pupils to other pupils. The PSHE scheme of work needs to address these terms when teaching prejudice. We have had children raise questions over their own sexual orientation and some that have stated they were 'lesbian'. 								
Supporting Evidence								
<ol style="list-style-type: none"> Whole school equality audit. PSHE SoW. CPOMs reports. 								
Required Changes								
<ol style="list-style-type: none"> Children and staff feel comfortable and informed when discussing sexual orientation. Children and staff know where to seek support about their own sexual orientation. PSHE SoW is to include teaching about homosexuality, including terminology and homophobia. Up to date resources with 'same sex' families represented. 								
Proposed Outcomes								
<ol style="list-style-type: none"> Children and staff feel comfortable and informed when discussing sexual orientation appropriately. Signposting to organisations regarding sexual orientation (age appropriate) are displayed. Images of 'same sex' families are common place within school. PSHE SoW is to include teaching about homosexuality, including terminology and homophobia. Instances of homophobia are reduced and/or eliminated. LGBTQ+ Pride Month is recognised and celebrated. 								
Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
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<p>Children and staff feel comfortable and informed when discussing sexual orientation appropriately.</p> <p>Instances of homophobia are reduced and/or eliminated.</p>	<ul style="list-style-type: none"> Signposting on LGBTQ+ organisations and information on display board. 	<p>Monitoring / observation of display board. Visit from LCC Equalities team (after submission of accreditation). Summer term 2021.</p>	<p>Display board is up in a prominent position, celebrating diversity and signposting to information.</p>	NA	LS	SLT	July 2021.	Ongoing.
	<ul style="list-style-type: none"> PSHE teaching to cover homosexuality and homophobia, including vocabulary. 	<p>BC to check PSHE SoW. BC to monitor PSHE and lesson observations. Autumn term 2021.</p>	<p>Homosexuality is taught through PSHE. Homophobia and prejudice is taught through PSHE.</p>	NA	BC	SLT	September 2021.	Ongoing.
	<ul style="list-style-type: none"> Resources in school to include families with same sex parents. 	<p>BC to audit. Autumn term 2021.</p>	<p>New resources that feature same sex families to be purchased. Resources to teach homosexuality throughout primary school purchased.</p>	£100	BC	AG LS	September 2021.	December 2021.
	<ul style="list-style-type: none"> PSHE teaching to cover same sex parents and different family arrangements. 	<p>BC to check PSHE SoW. BC to monitor PSHE and lesson observations.</p>	<p>Children are aware that there are same sex families.</p>	NA	BC	SLT	September 2021.	December 2021.



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	<ul style="list-style-type: none"> LGBTQ+ Pride month is recognised, explained and celebrated within school. 	<p>Autumn term 2021.</p> <p>LS to discuss in staff meeting time – staff meeting minutes.</p> <p>SLT to monitor Summer term 2021</p>	<p>Pride month is understood and celebrated within school each June.</p>	<p>NA</p>	<p>LS</p>	<p>SLT Teachers</p>	<p>June 2021.</p>	<p>June 2021.</p>
Evaluation	<p>Tonacliffe 'Proud' week will be celebrated within school next year.</p> <p>PSHE teaching covers same sex parents and different family arrangements, as well as homosexuality and homophobia, including vocabulary.</p> <p>Signposting on LGBTQ+ organisations and information needs to be put onto the display board.</p> <p>December 2021:</p> <p>PSHE curriculum teaches understanding of same sex families and different family arrangements, and for older children terms such as homophobia and homosexuality.</p> <p>Resources do include same sex couples however more are needed.</p> <p>Signposting suitable for primary school aged children is needed.</p> <p>April 2022:</p> <p>NA</p>							

Prioritised Areas for Development	
Focus 4: Disability	
Overview of Key Priorities 4	
<ul style="list-style-type: none"> These actions are based on disability (both physical and mental) and how we will engage with issues, bias, barriers and positive affirmation relating to such at Tonacliffe. 	
Current Situation/ Critical Analysis	
<ol style="list-style-type: none"> All children with a disability are currently on the SEN register. This is because it is felt that all our disabled children have a special educational need. However, it needs to be considered whether it would be more appropriate to have a disability register as well as a SEN register, as not all children with a disability may have an educational need. This includes those children who suffer from a mental health problem. 	



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2. The school uses a social model of disability (identifying and removing barriers) as well as a medical model.
3. We need to consider whether every disabled child has the same opportunities as non-disabled for example participation in sports clubs and competitions.
4. All SEN children have a pupil passport and good provision is in place for them.
5. EYFS teach and learn sign language as part of their everyday routine.

Supporting Evidence

1. Whole school equality audit.
2. SEN register.
3. Registers of SEN participation in extra curricular sports clubs.
4. Registers of SEN participation in sports competitions.

Required Changes

1. To create a disability register as well as a SEN register, taking into account those children with mental health problems.
2. Ensure all staff use a social model of disability.
3. To ensure provision is in place to enable disabled children to participate in all extra-curricular activities.

Proposed Outcomes

1. Staff can see and understand a clear difference between those children that have a specific learning need and those that have another need such as having a disability; both physically or mentally.
2. There is a register of those children that have a disability.
3. The school ensures that all staff and pupils follow a social model of disability as well as a medical model when appropriate.

Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
Staff can see and understand a clear difference between those	<ul style="list-style-type: none"> • Update accessibility plan. 	Accessibility plan is updated ready for Sept 2021. SLT to monitor.	Accessibility plan is updated.	NA	AG	SLT	September 2021.	September 2021.



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<p>children that have a specific learning need and those that have another need such as having a disability; both physically or mentally.</p> <p>The school ensures that all staff and pupils follow a social model of disability as well as a medical model when appropriate.</p>	<ul style="list-style-type: none"> Staff training by specialist teachers and health professionals as needed. 	<p>SLT to ensure adequate training is delivered to the appropriate staff when needed.</p>	<p>Staff are confident and proficient in using the new skills needed.</p>	<p>NA until needed.</p>	<p>AG</p>	<p>SLT</p>	<p>When needed.</p>	<p>When needed.</p>
	<ul style="list-style-type: none"> Invite speakers with disabilities to show children that people with disabilities may need empathy not sympathy. 	<p>LS to monitor and keep register of visitors. Academic year 2021/2022.</p>	<p>The school has a wider range of visitors, some of whom have disabilities, to show what they have achieved.</p>	<p>NA</p>	<p>LS</p>	<p>Teachers</p>	<p>September 2021.</p>	<p>Ongoing.</p>
	<ul style="list-style-type: none"> Celebrate disabled identities throughout the school year. 	<p>Monitoring / observation of display board. Visit from LCC Equalities team (after submission of accreditation). Summer term 2021. LS to gather evidence of activities. Academic year 2021/2022.</p>	<p>Events celebrating disability/disabled people will be held, including, UK disability history month, learning disability week and world downs syndrome day.</p>	<p>NA</p>	<p>LS</p>	<p>AG SLT</p>	<p>September 2021.</p>	<p>Ongoing.</p>
<ul style="list-style-type: none"> Identify resources that provide positive images of disability but also ensure staff and pupils are able to critique 	<p>BC/AG to audit. Autumn term 2021.</p>	<p>New resources that feature positive affirmation of</p>	<p>£100</p>	<p>BC</p>	<p>AG LS</p>	<p>September 2021.</p>	<p>December 2021.</p>	



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	<p>any outdated stereotypes within resources.</p> <ul style="list-style-type: none"> Ensure all sports clubs and competitions and accessible to all. 	<p>LS to monitor registers.</p>	<p>disability to be purchased.</p> <p>Children can attend any sports club regardless of their disability.</p>	<p>NA</p>	<p>LS</p>		<p>September 2021.</p>	<p>Ongoing.</p>
	<ul style="list-style-type: none"> Contact disability awareness volunteers to arrange a suitable date to come into school once PSHE scheme of work has been analysed to find the most appropriate unit to link it to. 	<p>LS to monitor and keep register of visitors. Academic year 2021/2022.</p>	<p>The schools has a wider range of visitors, some of whom have disabilities, to show what they have achieved.</p>	<p>NA</p>	<p>BC</p>	<p>LS</p>	<p>September 2021.</p>	<p>Ongoing.</p>
	<ul style="list-style-type: none"> Zero tolerance to disablist language with any incidents reported on CPOMS to CC&D lead and SLT. 	<p>LS alerted on CPOMS. LS to monitor records. Governor meeting minutes.</p>	<p>Instances of prejudice are reported to the relevant people and dealt with appropriately.</p>	<p>NA</p>	<p>SLT</p>	<p>Teachers</p>	<p>April 2021.</p>	<p>Ongoing.</p>



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		SLT meeting minutes. Spring term 2021.						
Evaluation	<p>July 2021: No incidents of disablist language reported on CPOMS. Actions in this area due to be carried out in September 2021.</p> <p>December 2021: AG updated accessibility plan. Notable dates / key events to be celebrated include those relating to disability. Sports clubs are available to all. Attendance is monitored for pupil premium, SEN and EAL. Subject data on the tracker for sub groups is monitored by all subject coordinators.</p> <p>April 2022: NA</p>							

Prioritised Areas for Development	
Focus 5: Race	
Overview of Key Priorities 5	
<ul style="list-style-type: none"> These actions are based on race (including ethnicity and culture) and how we will engage with issues, bias, barriers and positive affirmation relating to such at Tonacliffe. 	
Current Situation/ Critical Analysis	
<ol style="list-style-type: none"> The school has X% of White-British children on roll. The school has X EAL children. EAL children make good progress and have good outcomes. 	
Supporting Evidence	
<ol style="list-style-type: none"> Whole school equality audit. 	



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2. EAL register.
3. Subject data.
4. Data collection sheets.

Required Changes

1. The school has an EAL policy.
2. The EAL register is updated.
3. All staff can identify our EAL children.
4. A network with a school in another country is set up.
5. There are more multi-cultural resources available.

Proposed Outcomes

1. The school has an up to date EAL policy.
2. The school has an up to date EAL register which all staff are familiar with.
3. Staff can identify our EAL children and provide support in the areas of need.
4. The school has a link with and international school with whom children communicate with and share experiences.
5. Resources are up to date and represent a multi-cultural society.

Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
The school has an up to date EAL policy.	<ul style="list-style-type: none"> • Develop an EAL policy and identify any actions needed. 	EAL policy is created. SLT to monitor. 2021/2022 academic year.	We have an up to date EAL policy.	NA	LS	AG SLT	September 2021.	July 2022.
The school has an up to date EAL register which all staff	<ul style="list-style-type: none"> • The EAL register is up to date. 	Up to date register for Sept 2021.	Up to date EAL register.	NA	LS	AG SLT	September 2021.	Ongoing.



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<p>are familiar with.</p> <p>Staff can identify our EAL children and provide support in the areas of need.</p>	<ul style="list-style-type: none"> Network with another school internationally. Increase the use of multi-cultural resources across the curriculum to ensure coverage is broad and balanced and presents positive images of other cultures whilst challenging stereotypes. 	<p>LS to monitor that each key stage has reached out and made connections with another school internationally.</p> <p>BC to audit. Autumn term 2021.</p>	<p>The school has four links to other schools across the globe.</p> <p>New resources that feature positive affirmation of race, ethnicity and multi-culturalism to be purchased.</p>	<p>NA</p> <p>£100</p>	<p>LS</p> <p>BC</p>	<p>Teachers SLT</p> <p>AG LS</p>	<p>September 2021.</p> <p>September 2021.</p>	<p>July 2022.</p> <p>December 2021.</p>
<p>Evaluation</p>	<p>July 2021: LKS2 have planned that they will be connecting to another school internationally. Other actions will be carried out in September 2021.</p> <p>December 2021: LS created an EAL register based on the information given to school by parents. Subject data on the tracker for EAL is monitored by all subject coordinators.</p> <p>April 2022: NA</p>							

Prioritised Areas for Development

Focus 6: Religion and belief



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Overview of Key Priorities 6								
<ul style="list-style-type: none"> These actions are based on religion, belief or the absence of religion and how we will engage with issues, bias, barriers and positive affirmation relating to such at Tonacliffe. 								
Current Situation/ Critical Analysis								
<ol style="list-style-type: none"> Tonacliffe is a community school and although Christianity is taught through our British Values, followers of other beliefs are always welcome. We have a Bible at the main entrance, however no other religious books are kept there. We have pupils of no faith, Christian, Muslim and Hindu within the school community. The six major world religions (Christianity, Islam, Judaism, Buddhism, Sikhism and Hinduism) are taught throughout the school. The absence of religion is not taught as a discrete subject through RE. EYFS are good at celebrating world religious events but this is lost though the rest of the school. 								
Supporting Evidence								
<ol style="list-style-type: none"> Whole school equality audit. Data collection sheets. Observations. 								
Required Changes								
<ol style="list-style-type: none"> The importance of prayer to some people needs to be identified and shared so that members of the school community will feel able to pray when needed. Assemblies need to include learning about other religious celebrations. The school as a whole needs to celebrate other religious events, not just those of Christianity. 								
Proposed Outcomes								
<ol style="list-style-type: none"> A multi-faith prayer room or space is available to those who wish to use it. Religious events are celebrated throughout the whole school. 								
Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End



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<p>A multi-faith prayer room or space is available to those who wish to use it.</p> <p>Religious events are celebrated throughout the whole school.</p>	<ul style="list-style-type: none"> • Have a space available for private prayer. • Increase awareness of different religions through visits to different places of worship. • Sign up to the Lancashire R.E. S.L.A. • World religious events are recognised and celebrated throughout the school year. 	<p>LS to monitor and review. 2021/2022 academic year.</p> <p>ND to provide examples through RE SoW. Autumn term 2021.</p> <p>ND to organise. Autumn term 2021.</p> <p>LS to monitor. Monitoring / observation of display board. LS to gather evidence of activities. Assemblies. Academic year 2021/2022.</p>	<p>All staff and children are aware that we have a prayer room/space for quiet prayer or reflection.</p> <p>Various places of worship (for different religions) have been visited.</p> <p>School is a member of the Lancashire RE SLA.</p> <p>More religious events are recognised, celebrated and enjoyed throughout the school, not just in EYFS.</p>	<p>NA</p> <p>NA (Parents to cover cost of coach)</p> <p>?</p> <p>NA</p>	<p>LS</p> <p>ND</p> <p>ND</p> <p>LS</p>	<p>SLT</p> <p>SLT</p> <p>Teachers</p>	<p>September 2021.</p> <p>September 2021.</p> <p>September 2021.</p> <p>September 2021.</p>	<p>April 2022.</p> <p>Ongoing.</p> <p>December 2021.</p> <p>Ongoing.</p>
<p>Evaluation</p>	<p>July 2021: School has created a calendar of notable dates and events which will be recognised and celebrated.</p> <p>December 2021: Notable dates / key events to be celebrated include those relating to religion.</p>							



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	<p>ND looked to sign up to the Lancashire RE SLA, however due to covid restrictions, it was felt that what we would get from the SLA would not be financially worthwhile.</p> <p>April 2022: NA</p>
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Prioritised Areas for Development	
Focus 7: Socio-economic status	
Overview of Key Priorities 7	
<ul style="list-style-type: none"> • These actions are based on the socio-economic status of our families and how we will engage with issues, bias, barriers and positive affirmation relating to such at Tonacliffe. 	
Current Situation/ Critical Analysis	
<ol style="list-style-type: none"> 1. We have 39 pupil premium children in year 1 to year 6. 2. We have 34 children on FSM. 3. Some pupil premium children use their funding for extra-curricular activities, both in and out of school. 4. Those children who did not have access to a device or the internet during lockdown were given a school laptop and support to access online learning. 5. Specific interventions are in place for those pupil premium children who need specific targeted support. 6. Pupil premium children are highlighted on maths and literacy books for book moderations. 7. Food parcels were sent out during lockdown to children on FSM and those in need. 8. A collection of toys and gifts were made available (donations from a local charity) for struggling families to pick some gifts from at Christmas time. 9. Signposting on the newsletter to help and support for those families struggling with socio-economic problems. 	
Supporting Evidence	
<ol style="list-style-type: none"> 1. Whole school equality audit. 2. Pupil premium provision map. 3. Subject data. 	



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4. Pupil premium register.
5. FSM register.
6. CPOMs reports.

Required Changes

1. Staff are aware of those families who face socio-economic struggles and know what support there is to put in place.
2. Staff are aware of the impact of Covid 19 pandemic on some of our families.
3. More signposting available to support for families facing socio-economic hardship.

Proposed Outcomes

1. Pupil premium children’s data is in line with their peers.
2. Families are forthcoming if they are experiencing hardship.
3. Staff are aware of how and where to signpost families who come forward with worries or who are struggling financially.

Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
Pupil premium children’s data is in line with their peers.	<ul style="list-style-type: none"> • Monitor the attainment of pupil premium children and compare to local and national data. 	LM monitor PP data. Termly.	Pupil premium data will be in line with local and national data.	NA	LM		June 2021.	Ongoing.
Staff are aware of how and where to signpost families who come forward with worries or who are struggling financially.	<ul style="list-style-type: none"> • Monitor the provision in place for pupil premium children. • School uniform recycle event. 	LM monitor PP provision map. Termly.	Provision and interventions are in place for those children that need.	NA	LM	Teachers	April 2021.	Ongoing.
		LS to monitor success of event. End of summer term.	An event is held each July to give out any uniform	NA	LS	PM SLT	July 2021.	Ongoing.



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	<ul style="list-style-type: none"> More signposting to help and support in the form of texts, emails and the newsletter. 	<p>LS to monitor. Monitoring / observation of display board / newsletter / emails / texts.</p>	<p>unclaimed from lost property.</p> <p>Signposting is clearly available to organisations dedicated to support for financial worries and problems.</p>	<p>NA</p>	<p>LS</p>	<p>SLT Office staff</p>	<p>July 2021.</p>	<p>Ongoing.</p>
<p>Evaluation</p>	<p>July 2021:</p> <p>LM monitors the provision map termly. Teachers record assessment and interventions on the provision map. School uniform has been collected and distributed to those families who wanted some. Food parcels were made up and delivered to those children receiving FSM during lockdowns. Families were also signposted to council run schemes for food parcels. IT equipment was given out to families who needed it during lockdowns. A local charity provided Christmas gifts for children which we then invited parents in to collect if they needed to.</p> <p>December:</p> <p>Subject data on the tracker for pupil premium and FSM is monitored by all subject coordinators. Some pupil premium children have attended sports clubs free of charge or received free music tuition. Provision for pupil premium children is monitored and is recorded on a provision map. These is now done on a central document on Teams. A uniform recycle event was held to support families in purchasing new uniform for free for the spring term. Parents and carers are signposted to support in the way of FSM, food banks and financial support over Christmas. Y6 residential trip has been subsidised for families who could not afford the cost of the trip. Waterproof clothing donations have been given out to families in EYFS and KS1 who could not afford the clothing needed for forest schools. At a staff meeting, staff discussed all the ways we support pupil premium children and those families experiencing financial hardship. New ideas were discussed as to how we can help these families in the future.</p> <p>April 2022:</p> <p>NA</p>							