



Tonacliffe Primary School Improvement Plan 2022-2023
Community Cohesion and Diversity: Equality Action Plan

| Prioritised Areas for Development |
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| 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 Equality and Community Cohesion Policy (2021). 2. There is a Community Cohesion and Equality Lead who is responsible for overseeing and the monitoring of equality throughout the school. 3. We have proactive measures in place in regards to all strands of equality but more can be done. 4. Some staff have concerns in regards to their understanding of some of the aspects within the strands of equality, including terminology. A staff questionnaire needs to be delivered so that appropriate training can be given. 5. Pupil views on equality have not been gained and so pupil questionnaires needs to be carried out. |
| Supporting Evidence |
| <ol style="list-style-type: none"> 1. Whole school equality audit. 2. SLT meetings. 3. SIP 4. Display board. 5. Curriculum planning. 6. Community Cohesion and Equality policy. 7. EAL, PP and SEN register. |
| 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. 5. Pupils are aware of the different strands of equality and what equality means. They treat all children fairly and equitably and understand why staff do this too. |



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| Proposed Outcomes | | | | | | | | |
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| <ol style="list-style-type: none"> 1. Inclusion lead to oversee equality within school. 2. Equality is a regular and sustained topic on SLT meeting agendas. 3. All staff are involved in the development and improvements within equality, community cohesion and diversity, and feel confident and able to do so. 4. PSHE scheme of work is audited to ensure all strands of equality are taught as needed and at an appropriate level. 5. The school council regularly discuss equality and are able to give a pupil voice in terms of equality objectives. 6. Governors are aware of the importance of the equality policy and are actively involved in the promotion and embedding of equality within school. 7. Signposting to be visible to support the whole school community. 8. 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 |
| All staff are involved in the development and improvements within equality, community cohesion and diversity, and feel confident and able to do so. | <ul style="list-style-type: none"> • Ensure equality statements are in place in all policies; including curriculum policies. | 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 2022 | December 2022 |
| PSHE scheme of work is audited to ensure all strands of equality are taught as needed | <ul style="list-style-type: none"> • Update and re-audit school equality using the community cohesion audit (LCC community cohesion audit toolkit). | LCC audit toolkit. SLT review. Spring term 2023. | Audit is updated with current situation. | NA | LS | SLT to read updated audit. | April 2023 | April 2023 |



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| <p>and at an appropriate level.</p> <p>The school council regularly discuss equality and are able to give a pupil voice in terms of equality objectives.</p> <p>Signposting to be visible to support the whole school community.</p> <p>The whole school curriculum actively includes all strands of equality and are explored when necessary and appropriate.</p> <p>The Lancashire Equality and Diversity Teams' accreditations</p> | <ul style="list-style-type: none"> Updated community cohesion and equality policy distributed for all staff to read. | <p>Audit paperwork shared with SLT and governors. Policy shared with all staff and governors. Sept 2022. Policy states how we meet the PSED.</p> | <p>Community cohesion and equality policy reviewed in Sept 2022.</p> | NA | LS | All staff to read. | September 2022 | September 2022 |
| | <ul style="list-style-type: none"> Socio-economic accreditation submitted. | <p>Visit from LCC Equalities team (after submission of accreditation). LS to submit paperwork autumn term 2022.</p> | <p>Accreditation for the socio-economic badge is achieved.</p> | NA | LS | All staff to read. | September 2022 | November 2022 |
| | <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. | <p>Questionnaire results shared to staff by start of spring term 2023.</p> | <p>Questionnaire is submitted, results analysed and action plan updated based on the results.</p> | NA | LS | All staff to contribute and then read findings. | October 2022 | January 2023 |
| | <ul style="list-style-type: none"> Deliver training from external expertise and guidance to enhance staff knowledge and understanding. | <p>SLT to discuss. LS to source training in 2023 after questionnaire findings.</p> | <p>All staff receive equality training and feel more comfortable to incorporate this into teaching,</p> | ? | LS | Teachers Teaching assistants if they want. | February 2023 | April 2023 |



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| begin to be applied for. | <ul style="list-style-type: none"> Diversity events continue to be celebrated. | <p>Tonacliffe’s list of notable/celebratory events. Long term plans. Planning.</p> | <p>learning and daily lives.</p> <p>Notable events are celebrated and children understand the meaning behind them.</p> | NA | LS | Teachers | Ongoing | Ongoing |
| | <ul style="list-style-type: none"> Diversity events continue to be shared on the display board, newsletter and website. | <p>LS to share events with office staff for newsletter and display around school and on display board.</p> | <p>Pupils, staff and visitors are aware of which events have taken / are taking place within school.</p> | NA | LS | Office staff | Ongoing | Ongoing |
| | <ul style="list-style-type: none"> The school choir to continue to perform for care homes. | <p>CC and FF to arrange and monitor. Autumn term 2022 or spring term 2023.</p> | <p>The choir have performed for the elderly members of our community.</p> | NA | CC | FF | September 2022 | April 2023 |
| | <ul style="list-style-type: none"> School council to devise pupil focussed equality objectives and from this create their own pupil equality charter. | <p>BC and RG to monitor and support school council to ensure objectives are relevant. Autumn term 2022.</p> | <p>Pupil led equality objectives are presented to the school and displayed on the equality and school council</p> | NA | BC RG | LS JH | September 2022 | December 2022 |



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| | <ul style="list-style-type: none"> Governor equality training. | <p>LCC Equalities team training. Autumn term 2022. LS to source. Governor meeting minutes.</p> | <p>noticeboards. This can also be shared on the newsletter.</p> <p>All governors receive equality training and feel more comfortable in understanding the equality objectives of the school.</p> | ? | LS | All governors | September 2022 | December 2022 |
| | <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 2023.</p> | <p>Under-represented groups are appointed for school vacancies.</p> | NA | Govs JH Office staff | | Ongoing | Ongoing |
| | <ul style="list-style-type: none"> Carry on analysing the achievement and attainment of all sub-groups and compare the data of sub-groups to national and county data. | <p>Subject coordinators and 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> | NA | SLT | Subject coordinators | Termly | Termly |
| | <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</p> | NA | SLT | Teachers | Ongoing | Ongoing |



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| | <ul style="list-style-type: none"> • Continue to monitor the attendance of subgroups in extracurricular sports and competitions. • Encourage involvement in school life of under-represented groups. • Instances of prejudice continue to be reported to CC&D lead (community cohesion and diversity) and governors. | <p>SLT to discuss and monitor.</p> <p>LS to monitor through registers.</p> <p>LS to monitor through registers.</p> <p>LS alerted on CPOMs. LS to monitor records. Governor meeting minutes.</p> | <p>monitored termly and any barriers to attendance discussed in SLT meeting to try and overcome them.</p> <p>LS to monitor registers and analyse attendance of subgroups.</p> <p>LS to investigate whether there are barriers to participation and reach out to all children to attend.</p> <p>Instances of prejudice are reported to the relevant people and dealt with appropriately.</p> | <p>NA</p> <p>NA Pupil premium money may be used to enable pupil premium children to attend sports clubs.</p> <p>NA</p> | <p>LS</p> <p>LS</p> <p>LS</p> | <p>DO'B</p> <p>SLT</p> <p>All staff</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |
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| | <ul style="list-style-type: none"> • Ensure admissions forms ask for preferred language and communication needs. | <p>SLT meeting minutes. LS is now DSL and Prevent lead.</p> <p>LS to monitor. Office stay to ensure this is on admissions forms.</p> | <p>Admission forms have a section asking parents/carers what their preferred language is and any communication needs.</p> | <p>NA</p> | <p>DW HS RC</p> | <p>JH LS</p> | <p>September 2022</p> | <p>Ongoing</p> |
| | <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. Summer term 2023.</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> | <p>NA</p> | <p>Teachers</p> | <p>LS</p> | <p>Ongoing</p> | <p>Ongoing</p> |
| | <ul style="list-style-type: none"> • Deliver and analyse a pupil questionnaire to collect their views on equality. | <p>Questionnaires to guide SLT on needs and next steps. Autumn term 2022.</p> | <p>Questionnaire delivered to pupils and results collated. Views on equality are</p> | <p>NA</p> | <p>LS</p> | <p>Teachers</p> | <p>October 2022</p> | <p>January 2023</p> |



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| | | | highlighted to inform future actions. | | | | | |
| Evaluation | December 2022: <i>**All actions highlighted in green have been achieved.</i> | | | | | | | |

| Prioritised Areas for Development | |
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| 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 concerns, bias, barriers and positive affirmation relating to such at Tonacliffe. | |
| Current Situation/ Critical Analysis | |
| <ol style="list-style-type: none"> We celebrate Women and Girls in sport month. Either gender can attend any sports club but we have a girls only football club. We have 4 male members of staff out of 42. One pupil has raised questions over their gender and feel they sometimes like to be female when they were born male. We have staff toilets that are not gender specific however pupil toilets are gender specific from reception upwards. However children are able to use the gender neutral disabled toilet if they would prefer. 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, although one is questioning their gender and they may like to transition as they get older. | |
| Supporting Evidence | |
| <ol style="list-style-type: none"> Whole school equality audit. Observations around school. Subject data. Admissions forms. CPOMs reports. | |



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6. Communication with parents and pupils.

Required Changes

1. Gender stereotypes and bias are not subconsciously transferred onto our pupils.
2. Data does not show a trend for both boys and girls.
3. Staff are aware of how to spot signs of any pupil struggling to associate with their gender identity.
4. The whole school accepts and does not challenge anyone transitioning gender.

Proposed Outcomes

1. That staff understand the terms linked to gender and gender variance, including the correct use of pronouns.
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 | |
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| | | | | | 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 2023 | Women athletes are celebrated, sports competitions are held and inspirational messages are conveyed to our pupils. | NA | LS | Teachers | February 2023 | February 2023 |
| | <ul style="list-style-type: none"> • Incorporate into the staff questionnaire, knowledge of any pupil | Questionnaires to guide SLT on needs and next steps. | A questionnaire is delivered to staff on their attitudes and | NA | LS | Teachers | October 2022 | December 2022 |



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| struggling with their assigned gender or any pupil who may identify as a gender not assigned at birth. | gender variance to highlight any training needed. | Autumn term 2022 | knowledge towards gender and gender variance, results analysed and shared with SLT and teachers. | | | | | |
| | <ul style="list-style-type: none"> Inspirational quotes re gender and gender variance to be published on the newsletter. | LS to monitor. | Inspirational quotes about gender will be published monthly on the newsletter. | NA | LS | RC | Ongoing | Ongoing. |
| | <ul style="list-style-type: none"> Incorporate into the pupil questionnaire, thoughts and feelings towards gender as well as their own gender. | Questionnaires to guide SLT on needs and next steps. Autumn term 2022. | Questionnaire delivered to pupils and results collated. Views worries and concerns on gender and gender variance are highlighted to inform. | NA | LS | SLT | October 2022 | January 2022 |
| | <ul style="list-style-type: none"> Pupils to be aware that they can raise questions around their own gender. | CPOMs. LS to monitor. Spring term 2021. | Pupils will talk openly to staff about any worries or concerns and they will be offered support and guidance. | NA | LS | SLT Teachers | Ongoing | Ongoing. |



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| | <ul style="list-style-type: none"> All sports clubs are available for all. Continue to have zero tolerance to sexist language with any incidents reported on CPOMS to CC&D lead and SLT. | <p>LS to monitor registers.</p> <p>LS alerted on CPOMs. LS to monitor records. Governor meeting minutes. SLT meeting minutes.</p> | <p>Children can attend any sports club regardless of their gender or the gender of which they identify.</p> <p>Instances of prejudice are reported to the relevant people and dealt with appropriately.</p> | <p>NA</p> <p>NA</p> | <p>LS</p> <p>SLT</p> | <p>Teachers FUNDA</p> <p>Teachers</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Ongoing</p> <p>Ongoing</p> |
| Evaluation | <p>December 2022:</p> <p><i>**All actions highlighted in green have been achieved.</i></p> | | | | | | | |

| Prioritised Areas for Development | |
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| Focus 3: Sexual orientation | |
| 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', 'homosexual, heterosexual, transgender and 'gay' will be used with KS2. They will be used with KS1 if they ask questions about it. 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. | |



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3. We have had children raise questions over their own sexual orientation and some that have stated they were 'lesbian'.

Supporting Evidence

1. Whole school equality audit.
2. PSHE SoW.
3. CPOMs reports.

Required Changes

1. Children and staff feel comfortable and informed when discussing sexual orientation.
2. Children and staff know where to seek support about their own sexual orientation.
3. PSHE SoW is to include teaching about homosexuality, including terminology and homophobia.
4. Up to date resources with 'same sex' families represented.

Proposed Outcomes

1. Children and staff feel comfortable and informed when discussing sexual orientation appropriately.
2. Signposting to organisations regarding sexual orientation (age appropriate) are displayed.
3. Images of 'same sex' families are common place within school.
4. PSHE SoW is to include teaching about homosexuality, including terminology and homophobia.
5. Instances of homophobia are reduced and/or eliminated.
6. LGBTQ+ Pride Month is recognised and celebrated.

| Priority Developments | Actions | Monitoring/ Quality Assurance (with dates) | Milestone/ Success Criteria | Resources and Costs | Personnel | | Timescale | |
|--|---|--|--|---------------------|-----------|-----------------|-----------|----------|
| | | | | | Lead | Other Personnel | Start | End |
| Children and staff feel comfortable and informed when discussing sexual orientation appropriately. | <ul style="list-style-type: none"> • Signposting on LGBTQ+ organisations and information on display board. | Monitoring / observation of display board. Visit from LCC Equalities team (after submission of accreditation). | Display board is up in a prominent position, celebrating diversity and signposting to information. | NA | LS | SLT | Ongoing | Ongoing. |



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| Instances of homophobia are reduced and/or eliminated. | <ul style="list-style-type: none"> PSHE teaching to cover homosexuality and homophobia, including vocabulary. | BC to check PSHE SoW. BC to monitor PSHE and lesson observations. | Homosexuality is taught through PSHE. Homophobia and prejudice is taught through PSHE. | NA | BC | SLT | Ongoing | Ongoing. |
| | <ul style="list-style-type: none"> Resources in school to include families with same sex parents. | Teachers to audit. Autumn term 2022 | New resources that feature same sex families to be purchased. Resources to teach homosexuality throughout primary school purchased. | £100 | All staff | BC SLT | September 2022 | December 2022 |
| | <ul style="list-style-type: none"> LGBTQ+ Pride month continues to be recognised, explained and celebrated within school. | LS to discuss in staff meeting time – staff meeting minutes. All teachers to plan lessons for Tonacliffe Proud Month. | Pride month is understood and celebrated within school each June. | NA | LS | SLT Teachers | June 2023 | June 2023 |
| | <ul style="list-style-type: none"> Continue to have zero tolerance to homophobic language with any incidents reported on CPOMS to CC&D lead and SLT. | LS alerted on CPOMS. LS to monitor records. Governor meeting minutes. | Instances of prejudice are reported to the relevant people and dealt with appropriately. | NA | SLT | Teachers | Ongoing | Ongoing |



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| | | SLT meeting minutes. | | | | | | |
| Evaluation | December 2022: <i>**All actions highlighted in green have been achieved.</i> | | | | | | | |

| Prioritised Areas for Development | |
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| 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. The school uses a social model of disability (identifying and removing barriers) as well as a medical model. We need to consider whether every disabled child has the same opportunities as non-disabled for example participation in sports clubs and competitions. All SEN children have a pupil passport and good provision is in place for them. EYFS and KS1 teach and learn sign language as part of their everyday routine. | |
| Supporting Evidence | |
| <ol style="list-style-type: none"> Whole school equality audit. SEN register. Registers of SEN participation in extra curricular sports clubs. Registers of SEN participation in sports competitions. | |
| Required Changes | |
| <ol style="list-style-type: none"> To create a disability register as well as a SEN register, taking into account those children with mental health problems. Ensure all staff use a social model of disability. | |



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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 children that have a specific learning need and those that have another need such as having a disability; both physically or mentally. The school ensures that all staff and pupils follow a social model of | <ul style="list-style-type: none"> • Update accessibility plan. | Accessibility plan is updated ready for Sept 2022. SLT to monitor. | Accessibility plan is updated. | NA | AG | SLT | September 2022 | September 2022 |
| | <ul style="list-style-type: none"> • Staff training by specialist teachers and health professionals as needed. | SLT to ensure adequate training is delivered to the appropriate staff when needed. | Staff are confident and proficient in using the new skills needed. | NA until needed. | AG | SLT | When needed. | When needed. |
| | <ul style="list-style-type: none"> • Invite speakers with disabilities to show children that people with disabilities may need empathy not sympathy. | LS to monitor and keep register of visitors. Academic year 2022/2023 | The school has a wider range of visitors, some of whom have disabilities, to show what they have achieved. | NA | LS | Teachers | Ongoing | Ongoing. |



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| disability as well as a medical model when appropriate. | <ul style="list-style-type: none"> Celebrate disabled identities throughout the school year. | Monitoring / observation of display board. Visit from LCC Equalities team (after submission of accreditation). Academic year 2022/2023 | Events celebrating disability/disabled people will be held, including, UK disability history month, learning disability week and world downs syndrome day. | NA | LS | AG SLT | Ongoing | Ongoing. |
| | <ul style="list-style-type: none"> Identify resources that provide positive images of disability but also ensure staff and pupils are able to critique any outdated stereotypes within resources. | BC/AG to audit. Autumn term 2022 | New resources that feature positive affirmation of disability to be purchased. | £100 | BC | AG LS | September 2022 | December 2022 |
| | <ul style="list-style-type: none"> Ensure all sports clubs and competitions and accessible to all. | LS to monitor registers. | Children can attend any sports club regardless of their disability. | NA | LS | | Ongoing | Ongoing. |
| | <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. | LS to monitor and keep register of visitors. Academic year 2022/2023 | The schools has a wider range of visitors, some of whom have disabilities, to show what they have achieved. | NA | BC | LS | September 2022 | Ongoing. |



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| | <ul style="list-style-type: none"> Continue to have zero tolerance to disablist language with any incidents reported on CPOMS to CC&D lead and SLT. | LS alerted on CPOMs. LS to monitor records. Governor meeting minutes. SLT meeting minutes. | Instances of prejudice are reported to the relevant people and dealt with appropriately. | NA | SLT | Teachers | Ongoing. | Ongoing. |
| Evaluation | December 2022: <i>**All actions highlighted in green have been achieved.</i> | | | | | | | |

| Prioritised Areas for Development | |
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| 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 91% of White-British children on roll. The school have 5 EAL children. EAL children make good progress and have good outcomes. | |
| Supporting Evidence | |
| <ol style="list-style-type: none"> Whole school equality audit. EAL register. Subject data. Data collection sheets. | |
| Required Changes | |
| <ol style="list-style-type: none"> The school has an up to date EAL policy. | |



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2. The EAL register is updated at least annually.
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. 2022/2023 academic year. | We have an up to date EAL policy. | NA | LS | AG SLT | September 2022 | December 2022. |
| The school has an up to date EAL register which all staff are familiar with. | <ul style="list-style-type: none"> • The EAL register is up to date. | Up to date register for Sept 2022 if any new starters. | Up to date EAL register. | NA | LS | SLT | September 2021. | Ongoing. |
| Staff can identify our EAL children and | <ul style="list-style-type: none"> • Network with another school internationally. | LS to monitor that each key stage has reached out and made connections | The school has four links to other schools across the globe. | NA | LS | Teachers SLT | September 2022 | July 2023 |



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| provide support in the areas of need. | <ul style="list-style-type: none"> 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. | with another school internationally. ND to audit. Autumn term 2021. | New resources that feature positive affirmation of race, ethnicity and multi-culturalism to be purchased. | £100 | ND | SLT | September 2022 | December 2022 |
| | <ul style="list-style-type: none"> Continue to have zero tolerance to racist language with any incidents reported on CPOMS to CC&D lead and SLT. | LS alerted on CPOMs. LS to monitor records. Governor meeting minutes. SLT meeting minutes. | Instances of prejudice are reported to the relevant people and dealt with appropriately. | NA | LS | Teachers | Ongoing | Ongoing |
| Evaluation | December 2022: <i>**All actions highlighted in green have been achieved.</i> | | | | | | | |

| Prioritised Areas for Development | |
|--|--|
| Focus 6: Religion and belief | |
| 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 | |



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1. Tonacliffe is a community school and although Christianity is taught through our British Values, followers of other beliefs are always welcome.
2. We have a Bible at the main entrance, however no other religious books are kept there.
3. We have pupils of no faith, Christian, Muslim and Hindu within the school community.
4. The six major world religions (Christianity, Islam, Judaism, Buddhism, Sikhism and Hinduism) are taught throughout the school.
5. The absence of religion is not taught as a discrete subject through RE.
6. EYFS are good at celebrating world religious events but this is lost though the rest of the school.

Supporting Evidence

1. Whole school equality audit.
2. Data collection sheets.
3. Observations.

Required Changes

1. 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.
2. Assemblies need to include learning about other religious celebrations.
3. The school as a whole needs to celebrate other religious events, not just those of Christianity.

Proposed Outcomes

1. A multi-faith prayer room or space is available to those who wish to use it.
2. 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 |
| A multi-faith prayer room or space is available to those who wish to use it. Religious events are celebrated | <ul style="list-style-type: none"> • Have a space available for private prayer. | LS to monitor and review. 2022/2023 academic year. | All staff and children are aware that we have a prayer room/space for quiet prayer or reflection. | NA | LS | SLT | September 2022 | April 2023 |



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| throughout the whole school. | <ul style="list-style-type: none"> Increase awareness of different religions through visits to different places of worship. | ND to provide examples through RE SoW. Autumn term 2022 | Various places of worship (for different religions) have been visited. | NA (Parents to cover cost of coach) | ND | SLT | Ongoing | Ongoing. |
| | <ul style="list-style-type: none"> Sign up to the Lancashire R.E. S.L.A. | ND to organise. | School is a member of the Lancashire RE SLA. | ? | ND | | Ongoing | Ongoing |
| | <ul style="list-style-type: none"> World religious events continue to be recognised and celebrated throughout the school year. | LS to monitor. Monitoring / observation of display board. LS to gather evidence of activities. Assemblies. Academic year 2022/2023 | More religious events are recognised, celebrated and enjoyed throughout the school, not just in EYFS. | NA | LS | Teachers | Ongoing | Ongoing. |
| Evaluation | December 2022: <i>**All actions highlighted in green have been achieved.</i> | | | | | | | |

| 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 | |



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| Pupil premium children’s data is in line with their peers. | <ul style="list-style-type: none"> Continue to 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 | Teachers | Ongoing | 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. | LM monitor PP provision map. Termly. | Provision and interventions are in place for those children that need. | NA | LM | Teachers | Ongoing | Ongoing. |
| | <ul style="list-style-type: none"> School uniform recycle event. | LS to organise an event each year. | An event is held each year to give out any uniform unclaimed from lost property. | NA | LS | PM SLT | Ongoing | Ongoing |
| | <ul style="list-style-type: none"> More signposting to help and support in the form of texts, emails and the newsletter. | LS to monitor. Monitoring / observation of display board / newsletter / emails / texts. | Signposting is clearly available to organisations dedicated to support for financial worries and problems. | NA | LS | SLT Office staff | Ongoing | Ongoing |
| Evaluation | December 2022: <i>**All actions highlighted in green have been achieved.</i> | | | | | | | |