



Priory Junior School

Equality Objectives and Action Plan 2023

To be updated January 2027

School Improvement Plan:

Priority 4 – Personal Development

Objective: To continue to promote equality and diversity by creating robust policies and practices, by finding opportunities to respect differences in the world and celebrate diversity within our community and the wider world.

Aim: Priory children will have a clearer understanding of their place within the local and wider world. The school will increase the opportunities to celebrate the diversity within our own school community and in the world at large. Our policies and procedures linked to Equality are robust and have been created by the whole community.

Context

- Our equality policy and statements are due to be reviewed and we want them to reflect current thinking.
- Our school demographic is predominantly White British and we want to ensure that children have experiences and knowledge relating to different cultures and beliefs that they may not have.

Success Criteria

- Our equality policy and practices are robust and support this important agenda and one of our PRIDE values
- Priory children share their own diverse experiences within lessons and across school
- Priory children can articulate their knowledge of different experiences linked to the protected characteristics, cultures and beliefs.

Objective 1:

1. To raise girls' attainment and interest in all areas of the curriculum. (Particular focus in reading, maths and attendance in sport's clubs)

Pupil voice groups: House captains, reading leaders

Rationale for Objective 1

Academic percentages are lower for girls achieving higher standards than boys in both reading and maths.

The percentage of greater depth female mathematicians is lower than boys in all year groups.

Careers in STEM (science, technology, engineering, and mathematics) across the UK show that only 30% of all female university students will go on to study STEM related fields in higher education.

Some sporting clubs at Priory show lower attendance by girls than boys.

Reading club has a lower percentage of girls attending than boys.

Protected characteristics covered:	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Gender	<p>Children in all year groups will have increased opportunities to develop a strong sense of equality and achievement in sport and academically.</p> <p>Increase % of girls attend sporting clubs, competitions and taking part in races at sport's day.</p> <p>Children will hold a more equal outlook and understanding about gender in sports, professions, subject interests and academics.</p> <p>Stereotypes will be challenged.</p>	<p>Nominated link governor-equality (JT & SW)</p> <p>Focused governor visits</p> <p>Finance Committee (oversight of training & resource budget)</p> <p>T&L or PE Governor</p>	<p>Review of this action plan (termly)</p> <p>Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews.</p> <p>Through conversations with children (pupil voice questionnaires, pupil voice meetings)</p>	<p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>

Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
1:1 To provide staff CPD on the protected characteristics (Notts LA).	Autumn 2022 – Spring 2023	HE, AP and Deepa	Staff meetings x 2 X1 SLT	Cost for support package.
1:2 To start a reading club to increase attendance and enjoyment in girls reading.	Autumn 2022 – Spring 2023	NH	Time after school. Planning time to select books.	
1:3 To hold mixed gender events at sport day (planned House Captains).	Summer 2023 Summer 2024	GS PE lead LA House lead	Time to plan sports day with House captains	Time for planning – ECT time.
1:4 To plan a Book Week – selecting a book that suggests stereotyping in job roles e.g Why did boys in the family become miners and not girls?	Spring 2023 Spring 2024 Spring 2025	NH and other teachers	HE time to plan an RSHE lesson with a gender theme linked to the book 'A Town by the Sea'. Monitor through pupil voice and outcomes.	Time for planning
1:5 To consciously celebrate female figures from sport, culture, history, STEM and academics in texts and in assemblies which challenge gender stereotypes.	Spring 2023	SLT and teachers	England footballers winning Euros (HE). Eagle Huntress in Mongolia – she is the first girl. (HE) STEM stereotypes – celebrating and challenging (JT) Take views from girls themselves.	Time for assembly
1:6 To audit current curriculum offer for each subject regarding gender as a protected characteristic.	Spring 2023 to Summer 2023	Subject leaders	Leadership time to audit. Staff questionnaire.	SLT time
1:7 To increase participation clubs and opportunities for girls. (music, dance, basketball, handball, football, rugby)	Spring to Summer 2024	GS, NH, JD (+ other staff who run clubs)	Leadership time to monitor and promote clubs in assemblies. Share data with children. Sports leaders to think of ways to promote gender equality in sport. GS to speak to Next Level for support in gender/sports.	PE leadership time.
1:8 To run a girls' football club.	Spring 2023 Summer 2023	GS	GS time to plan clubs and promote through assemblies. Organising friendly matches.	Planning for sessions
1:9 To group girls carefully into supportive maths booster clubs in Year 6 with female role models.	Spring 2023 and Spring 2024	GS and SG	Year 6 staff sorting children accordingly. E.g CC have girls GDS group?	Time to sort and lead staff team
Future Developments To hold an aspiration week and celebrate female roles in our community, city and country.		Al staff planning	Staff meeting time to plan and share ideas / connections.	

Pay gap – gender equality. Draw the girls into STEM job roles e.g university visitors. Deepa’s pilot gender programme.				
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Objective 2:				
2. To reduce prejudice and increase understanding of equality, diversity and inclusion linked to racism and identity.				
Pupil voice groups: Peace Reps				
Equality Action Plan Rationale for Objective 2:				
Some reports included e.g racial comments, some children making comments about gender regarding girls/boys toys/colours, some homophobic comments used on the playground e.g “that’s gay”.				
Some children lack confidence and self-worth linked to their identity or race.				
Some identity questions from children about gender stereotypes attached to objects or people’s jobs e.g Barbies, pink/boy,				
School demographic is predominantly White British.				
We want to eliminate racism and discrimination.				
Evidence shows that prejudice views around racism and identity can impact children’s mental-health into adulthood.				
Protected Characteristics covered:	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Race Identity	Children in all year groups will have increased opportunities to develop a strong sense of their identity and the potential for prejudice-based bullying will be effectively addressed Stereotypes will be challenged. Staff will be more aware of antiracism, unconscious bias and curriculum content and resources will be more inclusive/representative Children will know about and value each other’s cultures and religions	Nominated link governor- equality & inclusion (JT & SW) Focused governor visits Finance Committee (oversight of training & resource budget)	Review of this action plan (termly) Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews. Through conversations with children (pupil voice questionnaires, pupil voice meetings)	School SEF School Improvement Plan Head Teacher Report to Governors Link Governor Visits
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Resources - Financial
2:1 To provide staff CPD on the protected characteristics (Notts LA) focused on unconscious bias/ anti-racism and inclusive curriculum.	Autumn 2022 – Spring 2023	HE, AP and Deepa	Staff meetings x 2 X1 SLT	Cost for support package.
2:2 To contact SLee for advice regarding identity.	Autumn 2022 = Spring 2023	HE and SL PB	Meetings with staff	Time with SL and class teacher
2:3 To read and use the Identity Toolkit and audit for Priory.	Autumn 2022 = Spring 2023	HE	SLT time	
2:4 To read and use ‘Equality – Everyone’s Business: An Anti-racism toolkit.	Autumn 2022 – Spring 2023	All staff	Staff meeting time	Reading time for staff
2:5 To increase diverse ranges of experiences and role models.	Autumn 2022 – Summer 2024	All staff	Assembly visitors Curriculum visitors Local community members	Contacting members and building links
2:6 To intentionally explore identity through the curriculum in a meaningful way.	Autumn 2022 – Summer 2024	All staff	Books for lessons TETC resources - log in to portal	HE to share SLT to monitor MTP
2:7 To write an inclusive Equality policy.	Autumn 2022 – Spring 2023	HE, AP	Leadership time to complete policy	HE time non-teaching
2:7 To support children to write a children’s version of the Equality Policy.	Autumn 2022 – Autumn 2024	Peer mentors and HE	Time with Peace Force every Friday.	HE time to tach and work with group
2:8 To use the Equality resources from TETC Team. Use the statement: ‘My identity is my superpower’.	Autumn 2022 – Summer 2024	Teaching staff SLT for assemblies	Assembly time.	
2:9 To teach about stereotypes and strategies for children to use to prevent inaccuracies and TWINKL LGBT+ resources.	Autumn 2022 – Summer 2024	Teaching staff	Year 5 unit of work. Book Week theme.	
2:10 To explore ways to support children’s wellbeing regarding identity.	Autumn 2022 – Summer 2024	All staff	ELSA/CASY groups Curriculum auditing time	
2:11 To audit children’s views regarding identity using Forms.	Summer 2023 – Summer 2024	SLT	Which groups do they identify with, how accepting are the adults in their lives.	
2:12 To raise celebration of individual strengths and achievements.				
2:13 To learn about the protected characteristics and bullying through a whole school ‘All Together Week’.	Autumn 2023	HE and teaching staff to plan	HE to deliver staff training and plan CPD. HE to monitor outcomes in books and through pupil voice.	HE leadership time
2:14 To introduce a restorative approach to repairing and maintaining relationships.	Autumn 2023		HE provide CPD on updated regulation policy (a relationships-based approach). CPD for staff about restorative conversations.	HE training and online training session
2:15 To explore and introduce systems and strategies that promote belonging and share our value of children’s experiences.	Autumn 2022 – Summer 2024	All staff	Time to lead pupil voice groups – ask them. Time to lead events and competitions. Time to celebrate learning and achievement. RSHE lessons – monitor by HE	Training from Deepa Through RSHE lessons
2:16 To raise the profile and understanding of British Values to support children’s validation of identity.	Autumn 2022 – Summer 2024	All staff	Time to look across the curriculum. Staff training from Deepa.	Training from Deepa
2:16 To integrate LGBT+ content into the RSHE curriculum at timely opportunities.	Summer 2023 = summer2024	HE as lead	Time to share resources with staff. Time to audit what is already happening and where.	Time to asses and audit curriculum and share resources, support teacher’s planning

			Time to assign and promote age-appropriate texts and lessons.	
2:17 To support the Peace Force Reps (Peer mentors) with their focus of celebrating and improving the celebration and education around the protected characteristics (race). To support children in creating an Equality action plan.	Spring 2023 Summer 2023	HE And Peace Reps.	Time to plan sessions and work with the children to create an action plan linked to celebrating race across school – particularly those that may feel in the minority.	Time with students
Future Developments Create a central celebrity wall to celebrate people of colour and their achievements e.g Art murals.	Autumn 2022 – Summer 2024	HE	Time to plan for the training sessions and time to plan them.	HE's leadership time. Friday/Thurs PM

<p>Objective 3: 3. To enhance the Priory curriculum through the teaching and celebration of diversity and the protected characteristics.</p> <p>Pupil Voice groups: Parliament Reps</p> <p>Equality Action Plan Rationale for Objective 3: Evidence across school for a need to explore diversity and the protected characteristics across all curriculum subjects. A large % of children in the UK are accessing messages, videos and content from the internet, news and social media regarding the protected characteristics which are leading to prejudice views.</p>				
Protected Characteristics covered:	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
All	<p>Children in all year groups will have increased opportunities to develop a strong sense of their understanding around the protected characteristics and potential for prejudice-based bullying will be effectively addressed.</p> <p>Stereotypes will be challenged. Incidents will be recorded and dealt with through support, teaching and learning.</p> <p>Staff will be more aware of discrimination, unconscious bias and curriculum content and resources will be more inclusive/representative</p> <p>Children will know about and value each protected characteristic.</p>	<p>Nominated link governor- equality & inclusion (JT & SW)</p> <p>Focused governor visits</p> <p>Finance Committee (oversight of training & resource budget)</p>	<p>Review of this action plan (termly)</p> <p>Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews.</p> <p>Through conversations with children (pupil voice questionnaires, pupil voice meetings)</p>	<p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Resources - Financial
3:1 To provide staff CPD on the protected characteristics (Notts LA) focused on British Values and inclusive curriculum.	Autumn 2022 – Spring 2023	HE, AP and Deepa	Staff meetings x 1 in Spring Term. X1 SLT to read action plan	Cost for support package.
3:2 To explore the language of diversity and identity used across our school by children and adults.	Spring 2023 – Summer 2024			
3:3 To create a PRIDE progression document outlining the depth of learning surrounding protected characteristics and British Values across school.	Autumn 2022 – Summer 2024	HE	Time to create document	HE leadership time
3:4 To provide opportunities through our assembly programme to celebrate the protected characteristics.	Autumn 2022 – Spring 2023	SLT	SLT to plot out assembly programme.	SLT to map out assemblies
3:5 To provide opportunities through our curriculum to celebrate the protected characteristics. (MTP format)	Spring 2023 – Summer 2024	HE, CC	CC and HE time to support staff with planning using the MTP. NH to look at diverse texts across school. HE to order diverse texts to support.	Staff planning time to plan and discuss new formats and resources.
3:6 To develop global links.	Summer 2023 – Summer 2024	AP and humanities lead	Start to research programmes and linking opportunities	Leadership time
3:7 To capture children's knowledge, views and understanding of celebrating the protected characteristics in a book and share across school e.g on the newsletter.	Autumn 2023 – Summer 2024	HE, AP Jo T (Governor)	HE to keep PRIDE in Priory Book. Jo T to update with class responses. AP to add to newsletter.	Monitoring time in school Collect examples in whole school 'pride' book.
Future Developments To progress towards an equality award to recognise the achievements across school. Children to create a child-friendly equality charter.				