

Equality, Diversity and Inclusivity Action Plan 2021-2022

School Context

Arundel Court Primary Academy & Nursery is a popular primary school in one of the most deprived wards of Portsmouth. It is above average in size with over 600 pupils including the nursery. It has been part of The University of Chichester Multi-Academy Trust since 2017 as a converter academy. It is governed by a Local Governing Body with delegated responsibilities from the Trust Board. The school is led by an established Head teacher and two Deputy Head teachers who have been in post since September 2019.

Around 18% to 22% of pupils have been identified as having special education needs which are mainly moderate communication, learning and emotional difficulties. Around 60% to 70% of pupils are in receipt of pupil premium funding. About 60% of our families are from White British backgrounds with 40% from other ethnic backgrounds speaking 30+ languages at home. The number of pupils with SEND has increased rapidly over the last 2 years, with an increase of 5 pupils with an Education Health Care Plan (EHCP) to 17 (2 more being processed) this academic year. The majority of pupils are from White British backgrounds and about 40% are from other ethnic backgrounds with over 35 different languages, other than English, spoken at home.

Pupils with Special Educational Needs (SEN) or those who require additional needs are above the national average. The majority of SEN pupils at the school have moderate language and communication and emotional difficulties. Recently, there has been an increase of pupils with wide range of medical needs.

Being part of a small family of academies, sharing similar goals around promoting inclusive education and with the aim of transforming life chances for pupils through excellent teaching and learning is at the heart of what we do.


ACPA is an inclusive school where all are welcome. We celebrate diversity and champion equality. Everybody who enters our school behave in a way, which respects the protected characteristics of the Equality Act 2010.

We are committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives 2019 - 2023 are as follows:

1. To promote spiritual, moral and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
2. To identify gaps which need narrowing at pupil progress meetings.

Action Plan

Target	Action to achieve target	Date By Whom	Monitored by	Resources/ Cost	Specific Success Criteria / Evidence/Impact	Outcomes
<p>To publish and promote the Equality Action Plan through the school website, newsletters and govts/staff meetings.</p>	<ul style="list-style-type: none"> Complete action plan and approved by Govs. Publish to all staff and website Plan PDM to become familiar with EDI policy and action plan 	<p>SLT – TBC by 30.11.2021</p> <p>Govs – 30.11.2021</p> <p>Staff – End of Autumn term</p>	<p>Govs Trust</p>	<p>Time to complete action plan</p>	<p>Action plan completed, shared and approved by Govs and Trust</p> <p>All staff aware of policy and objectives</p> <p>Parents aware of EDI policy in school and how to access information</p>	<p>Action plan completed and shared with staff.</p> <p>School website – All have access to the published equality policy and action plan.</p> <p>All have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.</p>
<p>To promote spiritual, moral and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.</p> <p>To ensure that the well-being and mental health of all members of the</p>	<ul style="list-style-type: none"> To develop a well-being team to focus on the well-being and happiness factor of children and staff. Provide further training in all aspects of equality & diversity to support the school communities 	<p>All school leaders and staff</p>	<p>SLT</p>	<p>Time and any resources</p> <p>PDMs:</p> <ul style="list-style-type: none"> Strapline and school values Curriculum INSET day Outside speakers 	<p>Well-being team in place and action plan completed by team</p> <p>PDMs and training requirements planned and added to calendar and all staff aware of expectations and how to best support and deal with related incidents</p>	<p>J2E Priority changes – promoting mental health and wellbeing is in our strength. This was noted in the recent 2021 Ofsted review.</p> <p>Changed Priority 1 and we are now focusing on issues</p>

<p>school community is given center place.</p>	<p>understanding and awareness</p> <ul style="list-style-type: none"> • Review and promote our strapline and school values in order to further elevate its importance as part of the ethos of our school • Introduce all aspects of statutory RHE into the PSHE curriculum. • Embed British Values throughout the curriculum • Continue to build a shared understanding of EDI with parents/ carers so they can support this at home through homework, year group newsletters, topics, curriculum, assemblies, one to one discussion with parents/ carers as required • Promote diversity through all aspects of the curriculum, e.g. resourcing, study of historical figures etc 			<p>(Art of Brilliance)</p> <ul style="list-style-type: none"> • Policy review <p>Governing meeting</p> <p>Curriculum resources. E.g Trips</p>	<p>Our new school values and strapline will drive the school ethos and the key EDI objectives which will be reflected in our school environment</p> <p>Our curriculum offer strongly demonstrates an understanding of EDI and is embedded throughout including reflecting British Values</p> <p>We have a culture of embracing 'awareness weeks' which includes school, community and worldwide cultures and events</p> <p>Children encouraged to and feel confident to share views and be tolerant of each other</p> <p>Parents encouraged to and feel confident to share views and be tolerant of each other</p>	<p>relating to sustainability</p> <p>Care First Yoga sessions Reflection days Providing teas and coffees Pick me up – cakes INSET day lunch SLT – Open office</p> <p>Strapline and school values reviewed</p>  <p>January – Week 1 – Launch week</p> <p>All aspects of RHE and PSHE curriculum delivered effectively in class and through assemblies.</p> <p>School websites and social media is used effectively to build a share</p>
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	<ul style="list-style-type: none"> Plan visiting speakers to school to broaden children's perceptions of equality and diversity Ensure the school calendar and displays reflects opportunities to remember the importance of diversity 					<p>understanding of EDI</p> <p>More diversity reflected in school displays and materials for lessons across all year groups</p>
<p>To identify gaps which need narrowing at pupil progress meetings.</p> <p>Gaps Identified as of 2021-2022</p> <p>WBB writing</p>	<ul style="list-style-type: none"> Monitor attainment data at key intervals (taking into account gender, socio-economic background (FSM) and ethnicity) and take any necessary action to minimise any gaps which might exist To ensure appropriate interventions and outside agency support is available for all as required Monitor engagement of uptake at any extra-curricular activities or enrichment provision, including 	All staff	SLT, Gobs and Trust	<p>Staffing Meetings</p> <p>Interventions</p> <p>MAST time – CPD</p> <p>PP meetings</p> <p>Performance Management</p> <p>Outside agency input</p>	Individual year group will be able to identify the gaps and target children accordingly in order to narrow the gap within an agreed percentage	<p>GAPs timetable in place for Spring Term</p> <p>Autumn term focus – Emotional literacy to support the children in settling in to new routines post COVID</p>

	breakfast clubs to ensure these opportunities are accessible to all					
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