



Kimberley Primary & Nursery School Equality Action Plan 2019-2022

Our aim is to ensure that KPS is proactive in ensuring equality throughout our school for pupils, parents and staff with regard to the protected characteristics. We seek to embed equality of access, opportunity and outcome for all members of our school community within all aspects of life.

Year Between 02/09/2021 and 27/07/2022

Year	Total Number	Mobility In	Mobility Out	Girls	Boys	FSM	EAL	Pupil Premium	SEN	Statemented	SEN Support	Education Health & Care Plan	Looked After	Asylum Seekers (Refugees)	Autumn Born	Spring Born	Summer Born
-1	20	1		11 55.00%	9 45.00%	1 5.00%	0 0.00%	1 5.00%	1 5.00%	0 0.00%	1 5.00%	0 0.00%	0 0.00%	0 0.00%	7 35.00%	8 40.00%	5 25.00%
0	29	3	1	12 41.38%	17 58.62%	1 3.45%	1 3.45%	2 6.90%	6 20.69%	0 0.00%	6 20.69%	0 0.00%	0 0.00%	0 0.00%	14 48.28%	2 6.90%	13 44.83%
1	28	2		14 50.00%	14 50.00%	9 32.14%	0 0.00%	7 25.00%	3 10.71%	0 0.00%	3 10.71%	0 0.00%	0 0.00%	0 0.00%	13 46.43%	5 17.86%	10 35.71%
2	26			11 42.31%	15 57.69%	7 26.92%	0 0.00%	7 26.92%	7 26.92%	0 0.00%	7 26.92%	0 0.00%	0 0.00%	0 0.00%	11 42.31%	6 23.08%	9 34.62%
3	31			15 48.39%	16 51.61%	7 22.58%	1 3.23%	7 22.58%	10 32.26%	0 0.00%	9 29.03%	1 3.23%	0 0.00%	0 0.00%	12 38.71%	5 16.13%	14 45.16%
4	23			12 52.17%	11 47.83%	7 30.43%	1 4.35%	6 26.09%	9 39.13%	0 0.00%	7 30.43%	2 8.70%	0 0.00%	0 0.00%	7 30.43%	2 8.70%	14 60.87%
5	29	1		13 44.83%	16 55.17%	7 24.14%	2 6.90%	8 27.59%	7 24.14%	0 0.00%	7 24.14%	0 0.00%	0 0.00%	0 0.00%	9 31.03%	5 17.24%	15 51.72%
6	27			10 37.04%	17 62.96%	9 33.33%	2 7.41%	9 33.33%	9 33.33%	0 0.00%	9 33.33%	0 0.00%	0 0.00%	0 0.00%	9 33.33%	5 18.52%	13 48.15%

Ethnicity	Total Number	Mobility In	Mobility Out	Girls	Boys
Any Other Black Background	1			0 0.00%	1 100.00%
Any Other Mixed Background	2	1		0 0.00%	2 100.00%
Any Other White Background	4			0 0.00%	4 100.00%
Black - African	5			1 20.00%	4 80.00%
Information Not Yet Obtained	6			2 33.33%	4 66.67%
Other Mixed Background	2	1		2 100.00%	0 0.00%
Other White British	2			2 100.00%	0 0.00%
Pakistani	2			2 100.00%	0 0.00%
Turkish	1	1		0 0.00%	1 100.00%
White and Asian	1			1 100.00%	0 0.00%
White and Black Caribbean	4		1	3 75.00%	1 25.00%
White - British	179	4		82 45.81%	97 54.19%
White - English	2			2 100.00%	0 0.00%
White Other	2			1 50.00%	1 50.00%

Oct 21

Yr Grp	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %
20-21							
Rec	94.4						
Y1	93.04	95.8					
Y2	95.7	93.3	95.9				
Y3	93.4	94.9	92.6	92.8			
Y4	92.2	91.9	96.3	95.8	95.8		
Y5		92.2	95.3	94.9	94	95.5	
Y6			94.5	94.9	96.9	93.8	95
Y7				94.7	95.7	97.5	95.6

Key

Between 95% - 96%
of sessions attended

Between 96%-97% of
sessions attended

Less than 95% of
sessions attended

Over 97% of sessions
attended

Red border indicates attendance impacted by COVID-19

1. Short-term Objectives - Year 1

Objectives	Actions	Responsibility	Timeframe	Outcome
Revise Equality objectives	<ul style="list-style-type: none"> Ensure all staff are familiar with EMET Equality Policy Develop an action plan for the objectives Approve at FGB Publish on website 	<ul style="list-style-type: none"> HT Governors 	Dec 2019	Objectives are a core driver of the school's curriculum and KPS is proactive in maintaining a high profile of the protected characteristics.
Ensure that procedures for recording Racist and Bullying incidents are clear	<ul style="list-style-type: none"> Set up monitoring categories on CPOMS Train all staff in recording incidents concisely and factually Clarify reporting to authorities – EMET and NCC Agree thresholds to be reached to qualify for formalised recording. Establish clear monitoring dates for reviews 	<ul style="list-style-type: none"> HT EMET CEO 	Dec 2019	Recording is full and accurate Monitoring is completed half-termly and actions taken where necessary. Staff are supported by clear procedures.
Raise awareness of all staff regarding protected characteristics and procedures	<ul style="list-style-type: none"> CPD for staff which includes the agreement of thresholds to be reached to qualify for formalised recording. 	HT	4.9.19	All staff are clear about the definitions of racism and bullying and procedures to report and record incidents
Develop a review system for governors to monitor incidents regularly and quality of support and action following reports made.	<ul style="list-style-type: none"> Termly data to be shared with governors as part of attendance, behaviour and HT report. Serious incidents to be discussed with Safeguarding and behaviour governor Develop review form to guide governors 	HT	Sept 19 As required Termly	Governors regularly monitor and challenge actions and decisions taken by school staff.
Widen pupils understanding and awareness of all pupils	<ul style="list-style-type: none"> Review curriculum and focus on the school drivers of Diversity, Possibilities and Creativity Plan the RE curriculum to include visits/visitors and experiences to enhance children's understanding of the different cultures that are within their community and city Make connections with more diverse schools in Nottingham City 	HT RE co-ord Curric co-ord	Sept 19	Pupils have a clear understanding of the range of cultures and communities, their challenges and celebrate and empathise with each one.
Ensure that communication is accessible to all groups.	<ul style="list-style-type: none"> Introduce Makaton across school from nursery Pupil's encouraged to use Makaton and signing as part of T4W lessons Develop relationships with families whose parents have EAL by sourcing interpreters for key events including parents evening. 	Teachers TAs	Sept 19	KPS recognises that there are difficulties for those families whose children have hearing impairments, developmental delays, speech and language development and EAL and develops strategies to support these children and their families with their time in school.
Pupils and staff with additional needs are planned for	<ul style="list-style-type: none"> PEEPs complete Health Care Plans updated and new ones completed EIPENs are checked and renewed where needed ASTHMA inhalers are checked and renewed where needed Transition information is clear and shared Dietary cards are renewed with particular focus on allergies and religious requirements 	Teacher SENCO First Aid team DHTs Office	Sept 19	All needs are planned for with a view to keeping all pupils and adults safe.

2. Medium-term Objectives – Year 2

Objectives	Actions	Responsibility	Timeframe	Outcome
Curriculum impact regarding diversity and community is measured and plans made to review and implement year 2	<ul style="list-style-type: none"> Curriculum impact review Report for Governors 	HT	Sept 20	KPS curriculum supports pupils in understanding, appreciation and tolerance to all communities and challenges
Staff are trained in all areas	<ul style="list-style-type: none"> Staff audit of understanding with regards to protected characteristics is undertaken CPD package resourced/developed to address gaps in knowledge and understanding with regard to curriculum activities and supporting all pupils, including those with a disability 	DHT/SENCO	Jan 21	Staff are supported in being proactive, preparing for issues, developing support for pupils and in crisis management.
Ensure resources in school address the protected characteristics	<ul style="list-style-type: none"> Audit of library and reading books Gaps addressed Additional resources purchased 	DHT Librarian SENCO	Jan 21	Resources do not discriminate or bias pupil's perception of the world.
Investigate the Stephen Lawrence Education Resources	<ul style="list-style-type: none"> Register for details CPD for staff Focus on pupil awareness and strategies to manage incidents School council to lead assemblies for pupils Steven Lawrence day added to school calendar – 22nd April 	DHT SENCO School Council Lead	April 21	KPS is racism aware and proactive

3. Long-term Objectives – Year 3

Objectives	Actions	Responsibility	Timeframe	Outcome
Ensure parental understanding, appreciation and tolerance matches that of KPS pupils	<ul style="list-style-type: none"> Parent workshops – presented by pupils Information shared in weekly newsletters Survey parents and act on results 	DHT Classes SENCO School Council lead	Dec 21	Parents demonstrate the same qualities and attributes as their children
Children have experience of a wide range of cultures, beliefs and understanding of the diverse nature of their wider community	<ul style="list-style-type: none"> Children have highlighted activities and visits on the Cultural Capital Visits plan Make connections with a local, more diverse school and arrange joint activities Visit places of worship 	DHT RE Lead SENCO School Council	Sept 21	Children can speak confidently about differences in culture by with respect and understanding about these.
Explore additional services available to individual needs to access the curriculum	<ul style="list-style-type: none"> Work with public and private sectors to improve awareness Consider more effective use of funding 	SENCO	June 22	A wider range of services are available to staff to use to support varied needs.