

<p>2.To reduce the use of racist language used by White British boys</p>	<p>Termly Incident review shows an increase in number of incidents detailing children using racist language to their peers (add exact amount). These incidents tend to be for White British boys</p> <p>Increase in number of small group and individual interventions to work with children and increase awareness of the impact of racist language</p>	<p>Tracking of racist incidents in termly incident review (peer-on-peer)</p> <p>Equality and Diversity mini-lead is Trys Sadowski</p> <p>Incidents are shared with all key members of staff include the equality lead and PSHE lead. CPOMs shows dialogue between professionals with actions, impact and review opportunities.</p> <p>Book Week 2021 had the theme of diversity. Each year group choose a diverse and representational text. This led to an increase in purchasing books that promote diversity.</p> <p>EYFS teacher attending diversity training by the LA in T6 of 2020-21. This training was disseminated to EYFS staff and SLT.</p> <p>In 2021-22, additional texts were purchased by the equality lead. These are available for all staff to use when teaching interventions with the children.</p> <p>Workshop planned for parents ‘what to do if my child uses racist language’</p> <p>CPD of all staff with consistent approaches across the school and key stages</p> <p>Curriculum overview, shows a thread of equality and diversity across the whole school; showing progression.</p>	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p>	
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3.To increased children's awareness of non-stereotyped career options	<p>Evidence gathered in preparation for careers week in 2021 revealed that a large proportion of children opt for typically stereotypical careers (pupil voice)</p> <p>Role play observed by members of staff show children opting for typically stereotypical careers (this extends to the playground)</p> <p>Locality data shows that adults choose typically stereotypical careers in the local area.</p>	<p>Curriculum overview, Higher level plans and medium-term plans identify opportunities to challenge stereotypes and widen representations.</p> <p>Careers plan identifies opportunities for visits and visitors.</p> <p>CPD of staff; ensuring that all teaching and learning is representational.</p> <p>Learning through play in EYFS, KS1 and during playtimes encourages and challenges stereotypes with all children.</p>	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p>	
4. To prevent and respond to all incidents linked to sexual violence and harassment	<p>Recent feedback from OFSTED across the UK shows that this area is a growing concern; challenging and preventing these behaviours will reduce the number of incidents we have.</p>	<p>To have a zero-tolerance policy towards Sexual violence and Harassment.</p> <p>Teach a yearly programme of education in PSHE around appropriate talk and touch/ PANTS.</p> <p>Collecting information around incidences of Sexual Violence and Year 1 Year 2 Harassment to ensure preventive education programme is having impact.</p> <p>Mentors and leaders in school work with children and families following any incidents of SV&H.</p> <p>Links to local PCSO to organise support and ongoing mentoring and signposting to prevent future incidents.</p>	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p>	

		<p>Staff CPD around identifying and challenging behaviours.</p> <p>Follow trust-wide procedures; including referrals to social care.</p>		
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