

Objective One	Meets Which Criteria?	Approach	Measure	Responsibility/Timing	Outcomes
To foster a whole-school culture of antiracism	<p>Eliminate unlawful discrimination, harassment and victimisation</p> <p>Fostering good Relations</p> <p>To advance equality of opportunity</p> <p><i>Race is a protected characteristic under the Equality Act 2010</i></p>	<p>educate, engage and involve governors, staff, children & their families in anti-racist education</p> <p>1. To deliver a program of staff CPD to build the confidence and competence of staff in anti-racist practice</p> <p>2. To undertake the CRED Anti-racism audit alongside Leeds Beckett University - link</p>	<p>Board of Governors diversified and a Race Equality lead appointed and trained.</p> <p>Anti-racism lead from school staff appointed and trained leading to an increased confidence and competence in promoting anti-racism – staff survey.</p> <p>Strands of anti-racist and Schools of Sanctuary work developed in all year groups across the curriculum.</p> <p>All school staff trained in anti-racist practice and this is embedded.</p> <p>Books in the curriculum, classrooms and school library are more representative and inclusive of UK society, particularly with regards to race and ethnicity</p> <p>Strength and areas for improvement identified in</p>	<p>All staff but under the direction & oversight of the SMT and Anti-racism Lead.</p> <p>The CRED programme is for two years but this is a long-term focus and ongoing commitment.</p> <p>Staff CPD programme initiated in September 2021 with whole staff INSET. To be followed by additional CPD planned in response to the audit.</p> <p>Anti-racism & SoS strands of the curriculum to be reviewed annually.</p> <p>Anti-racism plan to be shared Autumn 2 2022</p>	

			<p>the CRED audit to inform our anti-racism action plan.</p> <p>An anti-racism action plan developed and shared with stakeholders.</p> <p>Annual survey of parents and carers</p> <p>Establish a forum to give to voice and agency for families with lived experience of racial prejudice and discrimination</p>		
Objective Two	Meets Which Criteria?	Approach	Measure	Responsibility/Timing	Outcomes
To reduce the negative impact caused by Covid of SEND children unable to access a school place during this time.	To advance equality of opportunity	<p>Identify the gaps in academic and social and emotional development.</p> <p>Ensure effective support and tuition is provided to aid recovery</p> <p>Embed and develop the new RSHE curriculum with regards to mental health and wellbeing.</p> <p>Identify and support pupils who require additional measures beyond our classroom provision, for example, counselling, referral to specialist services, ELSA, etc</p>	<p>Tracking the children's academic progress and assessing the effectiveness of interventions and support.</p> <p>Annual pupil survey capturing mental health and wellbeing to inform our actions.</p>	<p>SENDCO/Class teachers</p> <p>Catch up Coordinator</p> <p>Mental Health Lead & team</p>	

Objective Three	Meets Which Criteria?	Approach	Measure	Responsibility/Timing	Outcomes
Reviewing our provision, practice and curriculum in relation to gender and gender identity	<p>Eliminate unlawful discrimination, harassment and victimisation</p> <p>Fostering good Relations</p> <p>To advance equality of opportunity</p> <p><i>Sex and gender reassignment are protected characteristics under the Equality Act 2010</i></p>	<p>To explore gender and gender identity at AJS capturing pupil voice, staff perception and observation</p> <p>Review our curriculum: How are gender equity and healthy relationships encouraged throughout the curriculum</p> <p>Parental support workshops on topics such as keeping children safe online</p> <p>Staff CPD: Tender training; recognising, responding to and reporting prejudice-based incidents (teachers, TAs and MSAs)</p> <p>Pupil workshops in Year 5 with Tender to promote healthy relationships (2021-22)</p>	<p>Annual collection of data to capture staff and pupil perceptions and observations</p> <p>Prejudice-baseed incidents involving gender recorded, analysed and reported to TLP and shared and discussed with staff</p> <p>Annual curriculum review with gender as one focus</p>	<p>Gender lead</p> <p>SLT</p>	

		<p>Appoint a member of staff to lead on this objective</p> <p>Whole school project focused on gender equality as part of the school's partnership programme in Dedza, Malawi</p> <p>Continue to educate, signpost and offer support to our staff in relation to domestic violence</p>			
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