

Diversity, Equality, Equity, Inclusion Action Plan 2024 – 27 for Hatton Park Primary School

Area of focus	Delivery (High Quality Learning Environment)	Leadership (Pursuit of Excellence)	Impact (Achievement for All)	Experience (Valuing People and Extending Boundaries)
Bullet point why you have chosen your objectives, linked to the protected characteristic selected, as the priority for your school.	Ensure that our pupils recognise and learn about diversity in the local community and the wider world in general. All pupils should see diverse community and cultures reflected in the curriculum and this is mapped out through a planned learning journey.	Ensure the needs of all staff are catered for and they are supported through the identified Trust/school avenues. This is done through following the Trust Calendar for welfare and support	Pro-actively engage the local community to support the taught curriculum to include guest speakers, activities and themed days. Promote Pupil Voice and Leadership to ensure there is a clear understanding of tolerance and respect for all. Build these expectations into the school ethos. Ensure that pupils demonstrate these key values.	Seek broader learning opportunities to ensure delivery of PLEDGES, particularly around diversity. Ensure that through Learning Outside the Classroom (LOtC), pupils have a broad range of experiences that enhance their understanding of our diverse world.
Outline how you will achieve your DEEI objectives.	Ensure that schemes of learning for all areas of the curriculum especially PSHE reflect a view of the wider world with a consideration to British Values and what this means in our society today. Through assemblies and LOtC opportunities, reflect the diverse nature of the local community and values equality. Ensure all relevant members of staff and governors involved in recruitment and selection are trained on equal opportunities and non-discrimination.	Have in place a reasonable adjustment agreement for all staff with disabilities to meet their needs better and make sure that any disadvantages they experience are addressed. Through Staff Voice and HR Surveys value and respond to impact of activities. Ensure all staff feel supported and are fully aware of support networks that are in place.	Develop cultural humility to maximise cross cultural understanding and engagement. Take steps to meet the particular characteristic to ensure equity. Remove or minimise disadvantages suffered by people that are connected to a particular characteristic. Track and map community involvement in the curriculum and reward systems to ensure all characteristics are reflected.	Encourage people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities).
Who is leading each objective?	HT, AHT, SLT and Curriculum Leads.	HT, AHT and SLT.	All Staff	HT, AHT, SLT and Curriculum Leads.