



Ashfield Infant and Nursery School Equality Action Plan 2022-2023

This Action Plan was drawn up by Safeguarding Team at AINS. The current Designated Safeguarding Lead (DSL) is **Rachel Field**. The Deputy Designated Safeguarding Lead is **Pauline Ives**. The Safeguarding Governor is **Helen Earl**

Priority	Actions required	By who?	By when?	Success Criteria/Impact of Actions	Notes/Ongoing review and monitoring
Revise Key Policy documentation relating to Equality, reflecting voice of key stakeholders	Review of CP policy	RF and PI as DSL and DDSL KH as SG Committee Governor	November 2022	New CP Policy in place, fully audited	
	Review existing policies relating to equality via new Governor Committee responsible (H&S and Safeguarding)	Safeguarding and H&S Committees	Ongoing	Policy schedule shows comprehensive list of policies reviewed.	Equality Statement updated for 2022-2023
	Hold parental consultation for school RSE provision	PI	Autumn 2022	Parent/carer questionnaire completed and results shared with GB Any follow up actions completed	Consultation completed October 2022
	Half Termly meetings with Committee to monitor H&S compliance	RF as HT, SM, MJ, RB	Termly	H&S Management Plan is up to date All actions from IOSH training completed or scheduled for completion	Updated list October 2022
	Website fully compliant and documents relating to equality accurately reflect school life New TOR for GB Committee reflect equality principles Governor Action Plan recognises Governors role in relation to Equality Act	R, JC and EJ Governing Body	By end Autumn 2022	Pupil Premium Strategy working document – funding secured and impact part of ongoing monitoring PP Statement on website using revised proforma	New funding from WELL project successfully applied for October 2022 – ELSA support TOR updated for October 2022



Ashfield Infant and Nursery School Equality Action Plan 2022-2023

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Effective monitoring and evaluation of impact of strategies to reduce impact of disadvantage	<p>Pupil premium strategy statement renewed and on website</p> <p>Rigorous tracking of PP children across whole school</p> <p>Ongoing CPD for new PP lead</p>	SLT and EJ as PP lead	Ongoing	<p>Pupil premium funding shows impact on pupil outcomes</p> <p>RF and EJ continue to be partner school for WELL project for PP strategy, focused on EEF research</p> <p>RF apply for additional funding via WELL for ELSA support</p> <p>EJ proactive within PP Cluster leads</p>	<p>Funding secured October 2022</p> <p>EJ attended Cluster meeting Aut 1 2022</p>
	<p>Focus children (disadvantaged) tracked; SGT to report to GB at FGBM end of academic year 2022-2023</p>	SGT/SLT	By Summer 2023	<p>Case Studies presented at the end of year for selected focus children, demonstrating impact of PP and enhanced provision. PP Strategy document is monitored and updated each term – see SG Comm Meeting minutes</p> <p>Reviewed PP provision to be in place for focus chn by Autumn 2 2022 with new proforma to minimise workload</p>	
	<p>SLT and PP lead audit Poverty proofing</p>	RF/PI/RL	Spring 2023	<p>Evidence in minutes of PP discussion and challenge from Committee</p> <p>PI and PP governor meet with RF/EJ to discuss PP strategy</p> <p>Poverty proofing audit to be completed Spring 2023</p>	



Ashfield Infant and Nursery School Equality Action Plan 2022-2023

Maintain highly inclusive approach for chn with SEND	Actions required	By who?	By when?	Success Criteria/Impact of Actions	Notes/Ongoing review and monitoring
	Extend SEND training to colleagues SEND Governor attend training Work with outside agencies to support chn requiring personalised timetables/learning Work with Cluster to conduct SEND Review Create opportunities for SEND pupil and parent voice Creation of bespoke provision for children through Rainbow Room and Busy bees	RF and SEND Governor SENDCO		SENDCo and SEND Gov effectively fulfilling responsibility of roles Up to date action plan in place 2022-23 SENDCo attending forum meetings SENDCo attend Cluster SEND review training MDS attend training for positive behaviour at playtimes Parent & Child voice reflects inclusive and positive experience	
Priority	Actions required	By who?	By when?	Success Criteria/Impact of Actions	Notes/Ongoing review and monitoring
To embed whole school approach to recognising and supporting mental health and well being for the school community	Lead professionals identified for MHWB in school through Senior Leadership for MH CPD MHWB Governor meet with VMc as Senior person RF as HT to access high quality CPD that underpins whole school approach and cascade to staff VMc and EJ to access high quality CPD to support their role in school	Led by RF/PI/SR/VMc and EJ Whole staff	On going	Effective MHWB strategy in place Staff INSET and high quality CPD supports staff professional knowledge and understanding of how to support their own and children's MHWB in school Staff feel supported in carrying out their roles in school. Staff have identified	INSET Jan 2023 for whole team on Mental Health and Wellbeing Funding applied for Senior Mental health lead Aut 2022 Links with AC for mental health support for wider school community Supervision in place for ELSA from Autumn 2022



Ashfield Infant and Nursery School Equality Action Plan 2022-2023

	Supervision for ELSA and SG Team	Educat Psych and Consultant (WF)		professional to provide confidential guidance	
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Continue to raise awareness of emotional well-being for chn and staff	<p>New Mental Health and Well being action plan for 2022-2023</p> <p>Mental Health and Wellbeing Policy revised Aut 2022</p> <p>Tailored plans in place for vulnerable chn and adults</p> <p>Questionnaire for targeted children, and parents about well being</p> <p>Trained ELSA in school providing bespoke support for children 121 and in small groups</p>	<p>Whole staff – led by HT, PI, EJ, SR</p> <p>AC</p>	Ongoing	<p>Action Plan reviewed</p> <p>Evaluation from staff, chn and parents show positive impact</p> <p>Planned for opportunities to promote well-being and develop strategies for enhancing positive mental health</p> <p>Pupil and parent voice from ELSA support</p>	
Continue work to reduce impact of emotional barriers to learning for identified children and groups	<p>Intervention groups develops children’s emotional resilience and promote well-being (Yr 2)</p> <p>Family Action work in school to support children’s emotional well-being and resilience</p> <p>Involve parents and multi-agencies in promoting well-being to improve outcomes via early help process</p>	<p>Monitored by SENDco and HT</p> <p>RF/SENDCo/EO</p>	Ongoing	<p>Tracking shows positive impact on children’s self-esteem and sense of well-being.</p> <p>Pupil questionnaire responses show positive impact of superstars group</p> <p>Children are sign-posted to MHWB interventions and support from outside agencies as part of universal or Early Help</p> <p>Demonstrate impact of strategies and interventions</p>	



Ashfield Infant and Nursery School Equality Action Plan 2022-2023

<p>Increase social and emotional skills for pupils with social, emotional and mental health difficulties (SEMH)</p>	<p>Improved ability by pupils to handle difficult situations and a reduction in classroom disruption</p> <p>Trained staff to deliver targeted group or sessional work supporting specific pupils in developing social and emotional skills</p> <p>Introduce nurture groups for the most vulnerable</p>			<p>Improved classroom behaviour.</p> <p>Reduced challenging behaviour</p>	
<p>To continue to develop strategies to narrow the gender gap in attainment including PSED in FS2</p>	<p>Staff to prioritise reading skills – DHT reading focus Aut 2022</p> <p>Additional support for 121 and small groups to develop social, communication and self-regulation skills in Reception Aut 2022</p> <p>Enhanced provision in FS2 for target children</p>	<p>RF/PP/ SENDco and year group teams</p>	<p>Autumn 2022</p>	<p>Focus children show at least good progress from starting points</p> <p>Gap narrows between groups in each cohort</p> <p>Focus children make enhanced progress with key skills</p>	
	<p>Actions required</p>	<p>By who?</p>	<p>By when?</p>	<p>Success Criteria/Impact of Actions</p>	<p>Notes/Ongoing review and monitoring</p>
<p>Ensure SLT & Governors are clear about their responsibilities in the recruitment and selection of staff</p>	<p>Recruitment procedures ensure equality for candidates and that the recruiting panel will select the best person for the role.</p>	<p>Govs attend SR training and supported by LA for key post recruitment</p>	<p>End March 2023</p>	<p>Additional Governor trained in SR for 2022-23</p>	



Ashfield Infant and Nursery School Equality Action Plan 2022-2023

<p>To promote inclusion for families or children with specific race/faith/Cultural/health and SEN needs</p>	<p>Ensure school meal provision meets the need of all race and faith groups and those with specific health or SEND needs</p> <p>Work with outside agencies to support families settling in our community</p> <p>All staff have access to high quality CPD relating and equality</p>	<p>Dolce team PI as MDS lead RF</p> <p>SENDco</p> <p>All staff led by HT</p>	<p>Ongoing</p> <p>Spring term 2023</p>	<p>Procedures in place to identify specific requirement and ensure these are followed</p> <p>School cook and Dolce manager to meet with parents to discuss individual needs</p> <p>All staff have completed online training with National College</p>	
<p>Improve displays and other images in the school to reflect and promote diversity in terms of the equality groups</p>	<p>For pupils to have positive visual images throughout their education which show and promote diversity</p> <p>Ensure displays in classrooms/corridors promote diversity in terms of race, sex and ethnicity</p> <p>Ensure the curriculum and assembly schedule promotes role models & heroes young people can identify with, which reflect school's diversity of equality groups.</p>	<p>Whole school team, supported by AC and EJ</p>	<p>Ongoing</p>	<p>More diversity reflected in displays across all year groups.</p> <p>Increase in pupils' participation, confidence and achievement levels</p>	