

# St Bridget's CofE School - 2022/2023 Action Plan

## General

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What is the job title/role of the person completing this IHC?

For example: Teacher, Teaching Assistant, SENCo, PE Lead, SMT, etc.

**You wrote**

**Class Teacher and PE lead**

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What is the one action you have taken from your last IHC that has improved inclusive provision in your school?

**You wrote**

**Listening to student voice.**

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## Strategic Direction

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Your equality provision has support from the Senior Management Team (SMT) at your school, and you regularly report on the impact of this. **You chose implementing**

**Information**

A high-quality physical education is an essential contributor to the wellbeing of young people. Governing boards need to strategically consider its place in the curriculum and in extra-curricular activities:

<https://www.youthsporttrust.org/news-insight/blogs/a-school-governors-handbook-to-the-primary-pe-and-sport-premium>

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You have a named lead/contact who is responsible for equality in physical education and school sport, including the School Games. **You chose implementing**

**Information**

Role of SENCo – A SENCo is responsible for the day-to-day operation of the school's SEN policy. All mainstream schools must appoint a teacher to be their SENCo. The SENCo will co-ordinate additional support for pupils with SEN and liaise with their parents, teachers, and other professionals who are involved with them.

Role of School Games Organiser (SGO) – There are more than 450 SGOs who work across the country to support schools in their local area. SGOs have several key roles: to coordinate appropriate competitive opportunities for all young people from Key Stage 2-4, to recruit, train, and deploy a suitable workforce, and to support the development of club opportunities for all young people.

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You work successfully with the SENCo (and other senior leaders) to understand the needs of each young person in your school, and if so, they take an active role in helping you plan physical activity, extracurricular activity, and School Games activity for all young people. **You chose in planning**

#### **Information**

School Games engaging your SENCo document: <https://www.yourschoolgames.com/app/resources/225/>

What is the School Games? <https://www.yourschoolgames.com/how-it-works/who-we-are/>

Inclusive Sport in the School Games: <https://www.yourschoolgames.com/how-it-works/inclusive-sport/>

Youth Voice informing choice – YST Youth Voice Toolkit:

<https://www.youthsporttrust.org/resources/inclusion/youth-voice-toolkit>

You can find out who your YST Lead Inclusion School is and make contact at:

<https://www.youthsporttrust.org/programmes/lead-inclusion-school>

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You reflect critically upon the impact of your School Games offer to support the continuous improvement of your practice to ensure it is fit for purpose. **You chose implementing**

#### **Information**

What is the School Games? <https://www.yourschoolgames.com/how-it-works/who-we-are/>

Please engage with your local SGO to discuss this. Schools can find out the contact details of their local SGO by registering or logging onto the School Games website: <https://www.yourschoolgames.com>

To help support this, you can find out who your local Youth Sport Trust Lead Inclusion School is and make contact with them at: <https://www.youthsporttrust.org/programmes/lead-inclusion-school>

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You plan for visits by the SGO, Active Partnership, and YST Lead Inclusion School to share your knowledge and learn from theirs to broaden your understanding of inclusion. **You chose aware**

#### **Information**

What is the School Games? <https://www.yourschoolgames.com/how-it-works/who-we-are/>

Please engage with your local SGO to discuss this. Schools can find out the contact details of their local SGO by registering or logging onto the School Games website: <https://www.yourschoolgames.com>

To help support this, you can find out who your local Youth Sport Trust Lead Inclusion School is and make contact with them at: <https://www.youthsporttrust.org/programmes/lead-inclusion-school>

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## **Equality Principles**

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Young people feel comfortable and safe expressing how they feel about the provision offered and can offer suggestions which we listen to. **You chose implementing**

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Role Models, reflective of our diverse school population, are a part of the promotion of the importance of physical activity and sport. **You chose in planning**

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We provide a range of ways for all young people to engage in activity, and emphasise and celebrate success aligned to their own personal motivations for participation. **You chose implementing**

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The emphasis of competition is on fun, enjoyment, and positive experiences. **You chose implementing**

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Different young people are able to engage in activity which is informal and fun at different levels. **You chose implementing**

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## Intersectionality

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Many organisations group inactive audiences by standard demographics which lead to assumptions about behaviours, motivations, and barriers. We are aware of this and use a person-centred approach to planning. **You chose in planning**

### Information

Use and promote resources to take a person-centred approach: <https://www.activityalliance.org.uk/how-we-help/resources/5856-inclusive-activity-taking-a-personcentred-approach>

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## LGBTQ

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We provide non gender-specific activity which makes everyone feel safe. **You chose implementing**

### Information

Further guidance is available from NGBs and the following organisations also have resources for professionals, parents and carers and young people themselves:

- Brighton and Hove Trans Inclusion Toolkit (<https://www.brighton-hove.gov.uk/schools-and-learning/support-school/trans-inclusion-schools-toolkit-2021>)
- Just Like Us (<https://www.justlikeus.org/>)

- Stonewall (<https://www.stonewall.org.uk/>)
  - Gendered Intelligence (<https://genderedintelligence.co.uk/>)
  - Pride Sports (<https://pridesports.org.uk/>)
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Young people are allowed/encouraged to choose what clothing to wear for activities to ensure they feel comfortable, safe, and engaged. **You chose implementing**

#### **Information**

Further guidance is available from NGBs and the following organisations also have resources for professionals, parents and carers and young people themselves:

- Brighton and Hove Trans Inclusion Toolkit (<https://www.brighton-hove.gov.uk/schools-and-learning/support-school/trans-inclusion-schools-toolkit-2021>)
  - Just Like Us (<https://www.justlikeus.org/>)
  - Stonewall (<https://www.stonewall.org.uk/>)
  - Gendered Intelligence (<https://genderedintelligence.co.uk/>)
  - Pride Sports (<https://pridesports.org.uk/>)
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Changing and toilet facilities are non-binary, making everyone feel comfortable and safe. **You chose aware**

#### **Information**

Further guidance is available from NGBs and the following organisations also have resources for professionals, parents and carers and young people themselves:

- Brighton and Hove Trans Inclusion Toolkit (<https://www.brighton-hove.gov.uk/schools-and-learning/support-school/trans-inclusion-schools-toolkit-2021>)
  - Just Like Us (<https://www.justlikeus.org/>)
  - Stonewall (<https://www.stonewall.org.uk/>)
  - Gendered Intelligence (<https://genderedintelligence.co.uk/>)
  - Pride Sports (<https://pridesports.org.uk/>)
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When referring to young people, we use the name they are comfortable with or other language such as us/they rather than gender-specific (e.g. boys/girls). **You chose aware**

#### **Information**

Further guidance is available from NGBs and the following organisations also have resources for professionals, parents and carers and young people themselves:

- Brighton and Hove Trans Inclusion Toolkit (<https://www.brighton-hove.gov.uk/schools-and-learning/support-school/trans-inclusion-schools-toolkit-2021>)
- Just Like Us (<https://www.justlikeus.org/>)
- Stonewall (<https://www.stonewall.org.uk/>)

- Gendered Intelligence (<https://genderedintelligence.co.uk/>)
  - Pride Sports (<https://pridesports.org.uk/>)
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Young people feel comfortable being open, if they choose to, about who they are (inclusive of sexual preference) when involved in physical activity and sport. **You chose aware**

### **Information**

Further guidance is available from NGBs and the following organisations also have resources for professionals, parents and carers and young people themselves:

- Brighton and Hove Trans Inclusion Toolkit (<https://www.brighton-hove.gov.uk/schools-and-learning/support-school/trans-inclusion-schools-toolkit-2021>)
  - Just Like Us (<https://www.justlikeus.org/>)
  - Stonewall (<https://www.stonewall.org.uk/>)
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  - Pride Sports (<https://pridesports.org.uk/>)
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## **Ethnicity**

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Activity choice is built with an understanding of different cultures and beliefs. **You chose in planning**

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We use insight to inform how we deliver activities to engage diverse groups of young people.

**You chose in planning**

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Diverse young people are at the heart of activity design and delivery in our school. **You chose in planning**

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The importance of cultural clothing is understood and embraced within physical activity. **You chose aware**

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Privacy while changing/preparing is always thought through using a person-centred approach.

**You chose in planning**

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## **Faith**

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We understand different faiths and beliefs have different barriers to engaging, and we take time to address/understand these with young people. **You chose aware**

#### Information

- Ethnicity and Faith resources (<https://www.youthsporttrust.org/resources/inclusion/ethnicity-and-faith-resources>)
  - Buddhism factsheet (<https://media.yourschoolgames.com/documents/Buddhism-Factsheet.pdf>)
  - Christianity factsheet (<https://media.yourschoolgames.com/documents/Christianity-Factsheet.pdf>)
  - Hinduism factsheet (<https://media.yourschoolgames.com/documents/Hinduism-Factsheet.pdf>)
  - Islam factsheet (<https://media.yourschoolgames.com/documents/Islam-Factsheet.pdf>)
  - Judaism factsheet (<https://media.yourschoolgames.com/documents/Judaism-Factsheet.pdf>)
  - Ramadan factsheet (<https://media.yourschoolgames.com/documents/Ramadan-Factsheet.pdf>)
  - Sikhism factsheet (<https://media.yourschoolgames.com/documents/Sikhism-Factsheet.pdf>)
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We factor in how important different timing may affect different religions participation (e.g. prayer times or religious observance). **You chose aware**

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- Ethnicity and Faith resources (<https://www.youthsporttrust.org/resources/inclusion/ethnicity-and-faith-resources>)
  - Buddhism factsheet (<https://media.yourschoolgames.com/documents/Buddhism-Factsheet.pdf>)
  - Christianity factsheet (<https://media.yourschoolgames.com/documents/Christianity-Factsheet.pdf>)
  - Hinduism factsheet (<https://media.yourschoolgames.com/documents/Hinduism-Factsheet.pdf>)
  - Islam factsheet (<https://media.yourschoolgames.com/documents/Islam-Factsheet.pdf>)
  - Judaism factsheet (<https://media.yourschoolgames.com/documents/Judaism-Factsheet.pdf>)
  - Ramadan factsheet (<https://media.yourschoolgames.com/documents/Ramadan-Factsheet.pdf>)
  - Sikhism factsheet (<https://media.yourschoolgames.com/documents/Sikhism-Factsheet.pdf>)
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We give young people the forum to talk about their faith, belief, culture and share their experiences in the context of physical activities. **You chose implementing**

#### Information

- Ethnicity and Faith resources (<https://www.youthsporttrust.org/resources/inclusion/ethnicity-and-faith-resources>)
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- Judaism factsheet (<https://media.yourschoolgames.com/documents/Judaism-Factsheet.pdf>)
- Ramadan factsheet (<https://media.yourschoolgames.com/documents/Ramadan-Factsheet.pdf>)

- Sikhism factsheet (<https://media.yourschoolgames.com/documents/Sikhism-Factsheet.pdf>)
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Respecting our differences and working together forms a key part of our planning and the work we do through physical activity. **You chose implementing**

#### **Information**

- Ethnicity and Faith resources (<https://www.youthsporttrust.org/resources/inclusion/ethnicity-and-faith-resources>)
  - Buddhism factsheet (<https://media.yourschoolgames.com/documents/Buddhism-Factsheet.pdf>)
  - Christianity factsheet (<https://media.yourschoolgames.com/documents/Christianity-Factsheet.pdf>)
  - Hinduism factsheet (<https://media.yourschoolgames.com/documents/Hinduism-Factsheet.pdf>)
  - Islam factsheet (<https://media.yourschoolgames.com/documents/Islam-Factsheet.pdf>)
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  - Ramadan factsheet (<https://media.yourschoolgames.com/documents/Ramadan-Factsheet.pdf>)
  - Sikhism factsheet (<https://media.yourschoolgames.com/documents/Sikhism-Factsheet.pdf>)
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We understand mixed gender activity is a barrier for some faith groups and offer a range of opportunities for those groups of young people. **You chose aware**

#### **Information**

- Ethnicity and Faith resources (<https://www.youthsporttrust.org/resources/inclusion/ethnicity-and-faith-resources>)
  - Buddhism factsheet (<https://media.yourschoolgames.com/documents/Buddhism-Factsheet.pdf>)
  - Christianity factsheet (<https://media.yourschoolgames.com/documents/Christianity-Factsheet.pdf>)
  - Hinduism factsheet (<https://media.yourschoolgames.com/documents/Hinduism-Factsheet.pdf>)
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  - Ramadan factsheet (<https://media.yourschoolgames.com/documents/Ramadan-Factsheet.pdf>)
  - Sikhism factsheet (<https://media.yourschoolgames.com/documents/Sikhism-Factsheet.pdf>)
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## **Gender**

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We take a long-term approach when designing activities to engage specific groups of young people. **You chose in planning**

#### **Information**

Signposting to free tools:

- Girls Active Getting Started (<https://www.youthsporttrust.org/resources/character-and-leadership/girls-active-getting-started>)

- Reframing Sport for Teenage Girls (<https://www.womeninsport.org/research-and-advice/our-publications/reframing-sport-for-teenage-girls-tackling-teenage-disengagement/>)
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We recognise how important friendship is for all young people, specifically girls, and we ensure this is fully considered in our planning and delivery. **You chose in planning**

#### **Information**

Signposting to free tools:

- Girls Active Getting Started (<https://www.youthsporttrust.org/resources/character-and-leadership/girls-active-getting-started>)
  - Reframing Sport for Teenage Girls (<https://www.womeninsport.org/research-and-advice/our-publications/reframing-sport-for-teenage-girls-tackling-teenage-disengagement/>)
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Girls' feelings and fears are listened to within the activity design process. **You chose in planning**

#### **Information**

Signposting to free tools:

- Girls Active Getting Started (<https://www.youthsporttrust.org/resources/character-and-leadership/girls-active-getting-started>)
  - Reframing Sport for Teenage Girls (<https://www.womeninsport.org/research-and-advice/our-publications/reframing-sport-for-teenage-girls-tackling-teenage-disengagement/>)
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We consider the personal challenges for girls that may affect their participation (e.g. low self-esteem, negative body-image, puberty, etc) and seek to make improvements to support them.

#### **You chose implementing**

#### **Information**

Signposting to free tools:

- Girls Active Getting Started (<https://www.youthsporttrust.org/resources/character-and-leadership/girls-active-getting-started>)
  - Reframing Sport for Teenage Girls (<https://www.womeninsport.org/research-and-advice/our-publications/reframing-sport-for-teenage-girls-tackling-teenage-disengagement/>)
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We recognise how gender-specific barriers are having negative impact on engagement for all young people. We take active steps to address these. **You chose aware**

#### **Information**

Signposting to free tools:

- Girls Active Getting Started (<https://www.youthsporttrust.org/resources/character-and-leadership/girls-active-getting-started>)
  - Reframing Sport for Teenage Girls (<https://www.womeninsport.org/research-and-advice/our-publications/reframing-sport-for-teenage-girls-tackling-teenage-disengagement/>)
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## Age

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We do not assume we know what children and young people want and need in relation to physical activity and sport. **You chose in planning**

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We ensure we give voice to young people to express their lived experience linked to preferences in physical activity and sport. **You chose implementing**

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Young people feel heard, seen, and valued. They contribute to the design, delivery, and reflection of physical activity and sport opportunities. **You chose in planning**

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Young people are seen as experts on youth issues and architects of their own future. Pupil-led insight is used to bring about pupil-led positive change in physical activity and sport. **You chose in planning**

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## SEND (Additional Support Needs)

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We are aware of the Inclusion Hub and have signed up and completed the check list to access all the latest resources and tools. **You chose aware**

### Information

Register and complete the toolkit for SEND resources: <https://education.activityalliance.org.uk>

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Children and young people with SEND are fully engaged and clearly enjoying physical activity and school sport activities. **You chose implementing**

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Access to the right support, in the right place, and at the right time, helps young people with SEND to access meaningful opportunities and fulfil their potential. **You chose implementing**

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A wide range of inclusive resources are available and utilised to ensure young people with SEND in mainstream, special, and alternative provision settings are engaged in physical activity and school sport. **You chose implementing**

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You work successfully with your SENCo to understand the needs of each young person in your school to validate easy access to high-quality physical activity and sport opportunities. **You chose implementing**

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Consultation to ascertain the views, needs, and ideas of young people with SEND is accessible so that everyone feels heard. **You chose implementing**

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Young people with sensory impairments, such as autism, feel comfortable and prepared when taking part in activity. **You chose implementing**

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Do you have any further comments?

**You didn't answer**

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