

EQUALITY ACTION PLAN 2024- 2028

Objective 1					
Public Sector Equality Duty	Equality Objectives	Actions	Impact	Monitoring / evaluating / recording	Who is responsible?
Advancing equality of opportunity.	To monitor and analyse pupil achievement by different groups to ensure equality and act on any trends or patterns in the data that require additional support for pupils.	<ul style="list-style-type: none"> To ensure multicultural elements are evident in planning and delivery of the curriculum. Continue to develop a programme of memorable multicultural events, trips and visitors (religious celebrations and festivals). Staff to undertake diversity training. Staff to receive appropriate training to support children with specific disabilities. Where necessary children with specific needs are to have an EHCP and risk assessment in place. Ensure that, as far as possible, the physical environment of the current school meets the needs of all pupils. Pupil data to be evaluated each term to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions are to be put in place to support these specific children. Continue to develop and plan parental learning events. Family Support Worker to be used to support harder to reach families. 	<ul style="list-style-type: none"> Children of all race, gender and disability have equal access to the curriculum. All children regardless of their race, gender and disability are supported in their learning. Attendance of specific pupil groups is in line with all other groups. Parental engagement remains high. 	<ul style="list-style-type: none"> Data Analysis School Tracking System (PiXL) ASP/IDSR Typicality monitoring CPOMS monitoring Parental engagement monitoring 	SLT

Objective 2					
Public Sector Equality Duty	Equality Objectives	Actions	Impact	Monitoring / evaluating / recording	Who is responsible?
Eliminate unlawful discrimination, harassment and victimisation.	To challenge and eradicate any instances of discrimination and harassment within school.	<ul style="list-style-type: none"> • Provide an environment where both staff and children are empowered to speak out and feel supported if they are the victim of bullying, child-on-child abuse, discrimination, or harassment. • Ensure that we have clear procedures in place for dealing with bullying or any prejudice-related incidents - and that staff are made aware of these. • Staff to be trained so that they can confidently deal with incidents in an appropriate manner. • All staff training requirements to be reviewed to ensure that appropriate training is undertaken regularly. • Review Behaviour & Relationships Policy. • Establish good routines in school and classrooms which allow all children to feel safe and secure and ready to learn. • Ongoing review of CPOMS entries /categories to ensure incidents can be monitored, analysed and dealt with effectively to close the cycle. 	<ul style="list-style-type: none"> • Review of CPOMS – incidents are dealt with and the cycle closed where appropriate. • Pupil voice survey results indicate that children feel safe and respected. 		SLT

Objective 3

Public Sector Equality Duty	Equality Objectives	Actions	Impact	Monitoring / evaluating / recording	Who is responsible?
<p>Foster good relations between people who share a protected characteristic and those who do not.</p>	<p>Engage with all parents/carers and pupils to ensure that our school is welcoming and accessible to people from all communities.</p>	<ul style="list-style-type: none"> • Celebrate religious festivals (such as Diwali, Christmas, Eid and Vaisakhi) in school through assemblies, special lunches and staff celebrations. Invite faith leaders to be part of these celebrations. • Mark Autism Awareness week, Disability Awareness month, Diabetes Awareness week and World Mental Health Day. • Facilitate programmes of parental engagement including initiatives such as coffee mornings, PTFA events, and parental questionnaires. • Shared acts of Collective Worship – invite parents to ‘Celebration Assembly’ to celebrate their child’s achievements. • Whole school and school church events • Mark Black History month and highlight the contribution of BAME soldiers in Remembrance commemorations. • Ensure that all pupils in the school can voice their opinions and suggestions via initiatives such as our ‘Bridge Builders’. • Establish a diverse PTFA focussed on improving the experiences of all members of our school community. • Run school culture day including community involvement. • All staff to understand the importance of building positive relationships with all parents and carers. • Explicitly teach pupils about Protected Characteristics through assemblies and PSHE curriculum. 	<ul style="list-style-type: none"> • Pupils have a wide variety of platforms to express their voice alongside developing leadership skills. • Staff to be a visible presence in the playground at the start and end of the school day. • Invitation to inclusive acts of Worship available to all. • Bridge builders is established and playing an active role in school improvement effecting all. • Active and diverse PTFA established. 	<ul style="list-style-type: none"> • Pupil Voice • Parent Voice • Data Analysis • Typicality monitoring • CPOMS monitoring • Parental engagement monitoring • Pupil work 	<p>SLT</p>

Objective 4

Public Sector Equality Duty	Equality Objectives	Actions	Impact	Monitoring / evaluating / recording	Who is responsible?
<p>Advancing equality of opportunity.</p>	<p>Ensure genuine inclusion of all children with regards to protective characteristics including those with SEND.</p>	<ul style="list-style-type: none"> • Ensure a strong commitment to SEND as a high priority across the school • Ensure provision enables children to develop independence • Ensure children’s strengths, abilities and successes are noticed and celebrated rather than a focus on barriers and needs • Develop better parental partnership and enable parent voice with regard to inclusion, using this to inform improvements to practice and provision • Review of resources and practices to ensure all children are valued and positively reflected • Review of current staffing structure relating to SEND provision to ensure this meets the needs of children effectively and builds capacity and expertise in staff • Utilise experts to provide guidance, training and identify areas for development • Provide ongoing training and support for staff regarding SEND practice and provision – and adaptive teaching • Review of current interventions to consider if they are having the desired impact and revise accordingly 	<ul style="list-style-type: none"> • Assistant Head for SEND and Inclusion in place • Awareness of SEND and pathways to support clearly shared with parents and staff • SEND Coffee Mornings are in place every term • SEND Awareness Week celebrated • SEND children representation as ‘Bridge Builders’. • SEND children are all fully integrated to their base classes • Staff engagement with partnership work and training • A space for a sensory room has been identified and resourced. 	<ul style="list-style-type: none"> • Pupil Voice • Data Analysis • School Tracking System (PiXL) • ASP/IDSR • Typicality monitoring • CPOMS monitoring • Parental engagement monitoring 	<p>SENDCO</p> <p>SLT</p>