# Northgate Primary School
# Equality Action Plan 2025 - 2029

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on the analysis of our data and school-based evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

| What we aim to do | How we plan to achieve it | Person Responsible | Timescale | Resources | The impact of our work |
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| To plan direct work for children through assemblies, curriculum and extended provision linked to EDI and PC.<br><br>**EDI:**<br>Equality / Equity<br>Diversity<br>Inclusion<br><br>**PC:**<br>Protected Characteristics | • Weekly assemblies in line with the school's assembly planner. Focusing on Equality, Equity, Diversity, Inclusion and Protected Characteristics. Linked to school values and ethos<br>• Delivering focused lessons and series of lessons within our PSHE and RHE curriculum on the above themes.<br>• Planning events (including the local community) throughout the year.<br>• Continuation of Young Carer group. | Headteacher<br>Inclusion Lead<br>PSHE/RSHE Lead<br>Subject Leads<br>Class teachers<br>Support Staff<br>PFSA<br>Young Carers representative | Ongoing - linked to Subject Reports and curriculum plans which run academically and reviewed annually | Assembly timetable<br>Online resources<br>Staff CPD - subject leads<br>Planning opportunities (PPA)<br>Liaison with local community members | • Children and staff have a good understanding of equality, diversity, inclusion and an understanding of Protected Characteristics.<br>• Pupils see links to school vision and values.<br>• Strong relationships established with local community groups including local religious groups.<br>• Trauma and attachment informed school.<br>• Emotion coaching approach. |
| To promote understanding and respect for differences. | • Identify opportunities within our curriculum (see Curriculum maps) where other cultures and countries are explored.<br>• Study famous people from different cultures and ethnic groups with a variety of abilities and celebrate their diversity.<br>• Use collective worship as an opportunity to celebrate festivals from a range of cultures and countries.<br>• Use events such as the sporting events, Black history month etc. as an opportunity to explore other cultures and celebrate diversity and equality. | As above | Ongoing - linked to curriculum plans which run academically and reviewed annually | Assembly timetable<br>Planning opportunities for staff (PPA)<br>CPD sessions<br>Subject Leader led INSETs<br>External support<br>PSHE<br>Links to key events and school-based resources | • Greater understanding and respect for differences; linked to school values.<br>• Topics and arising issues are covered through age appropriate lessons e.g. PSHE, RSHE, History, Geography, RE<br>• Staff have strong subject knowledge and the resources to deliver high quality lessons<br>• The school vision and values promote respect for the differences at Northgate. |

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| To eliminate unlawful discrimination, harassment and victimization (PC) | • To prevent and respond appropriately to incidents and prejudiced based bullying<br>• To review and update existing policies and practice relating to bullying.<br>• To ensure reporting procedures are in place and resolutions are agreed.<br>• Behaviour logs monitored on CPOMS by Safeguarding Team<br>• Monitor attendance of pupils at extra curricular clubs to ensure equitable participation. | Headteacher<br>Inclusion Lead<br>Safeguarding Team<br>PSHE/RSHE Lead<br>Subject Leads<br>Class teachers<br>Support staff<br>PFSA | Ongoing-linked to CPOMS reports and pupil needs.<br>All policies and plans regularly reviewed within statutory time frames. | CPOMS<br><br>Safeguarding meetings<br>Safeguard report analysis<br><br>CPD sessions | • To ensure that all pupils feel safe and feel incidents are appropriately dealt with.<br>• Children and staff have a good understanding of equality, diversity, inclusion and an understanding of Protected Characteristics. |
| To provide provision for pupils for whom English is an additional language, particularly new joiners with no English schooling experience. | • Tours for families of all children offered at Northgate.<br>• Early identification/assessments completed by BW/EAL teacher to identify language needs (if required)<br>e.g. Race to English | Headteacher<br>SENCo<br>PP Lead<br>Class teacher<br>EAL teacher<br><br>PFSA | Ongoing - linked to curriculum plans and pupil needs<br>Some interventions may be time bonded with start and end | Planning time for resources to be made and support to be delivered | • New pupils supported and make progress (collected 3x a year).<br>• Pupils settle well at Northgate and families feel supported with immediate needs met<br>• Positive engagement with external services which support academic progress and positive wellbeing. |

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| | • Specific planning by CT and interventions run by Support staff/EAL Lead to support pupils in school.<br>• Child to be given a class buddy who is a good role model of the English language and school values and vision<br>• Inclusion Team support family as required e.g. uniform, PE equipment, school dinners, language classes etc | School Administration team | assessments made and analysed | Timetabling for interventions to be delivered. Devised half termly by CTs.<br><br>Liaison with Early Help team to support family as required. | • Emotional wellbeing needs met - with support in place if required<br>• Precision teaching to close gap where identified. Pupil Progress meetings. |
| To narrow the PP gap in Reading, Writing and Mathematics in all year groups. | • Inclusion Lead to monitor attainment of all PP pupils alongside Assessment lead (HT)<br>• CTs and Inclusion Lead plan and deliver Quality first Teaching, adaptive teaching and targeted interventions to address gaps in learning (Diagnostic tools used when appropriate)<br>• See PP Strategy - on website | Headteacher<br>Inclusion Lead<br>CTs | Ongoing - linked to curriculum plans and pupil needs<br>Some interventions may be time bonded with start and end assessments made and analysed | Planning time PPA<br>Timetabling for Pupil Progress meetings<br>Link Governor meetings and reports | • Pupil Premium Strategy https://www.northgateprimaryschool.org.uk/docs/Pupil_premium/PP_Strategy_2024-25_update.pdf<br>• Attainment gap narrowed - data analysis<br>• EYFS and KS2 published outcomes demonstrate narrowing of the gap<br>• Pupils make progress against agreed targets (EHCPs, provision maps and prior attainment). |

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| Provide a range of educational opportunities for families to develop their own skills and knowledge to support their children. | • Virtual and face to face parent workshops and family learning sessions focused on curriculum, behaviour, SEND topics. Sessions give parents strategies on how to support their child at home – alongside PFSA .<br>• Targeted small group support (Early Help) for vulnerable families e.g. TAFs, MHST workshops<br>• Signposting families to local support and services (Family Information Services) | Headteacher<br>Inclusion Lead<br>PFSA<br>MHST | Ongoing - families with targeted support agreed timeframe outlined within EH assessments | Inclusion Lead Nad PFSA release time to deliver sessions<br><br>Planning time - resources for sessions<br><br>Services and support on school website<br><br>Rooms for TAFs and targeted support to take place | • Parents report they are well supported in helping support their child at home e.g. learning, behaviour strategies - formal and informal feedback<br>• Children settle well and are happy in school<br>• Families develop resilience and are able (with support) to access the support they need |
| Extend pupils understanding of a range of peoples, cultures and religions. | • Diverse range of texts - class based, subject/topic based and accessible via library<br>• Curriculum overview and RE scheme of work to be monitored to ensure coverage (statutory) with range of people, cultures and religions taught<br>• Plan and celebrate key cultural and religious events e.g. Black History Month, Chinese New Year, Eid, Diwali, Ramadan<br>• Extend visitors to assemblies/workshops/class visits to include people from a range of faiths and cultures. | Headteacher<br>RE Lead<br>Literacy Lead<br>PSHE/RSHE lead<br>CTs | Ongoing - linked to curriculum plans which run academically and reviewed annually | RE release time – monitoring including pupil voice<br>Planning time for staff PPA INSET time. Lead by RE lead.<br><br>Purchase of diverse books – PP funds, Literacy and donations from PTA/families | • Wide range of high-quality texts accessed by all for range of subject/topics/themes<br>• Children demonstrate a good understanding of different religions and cultures through books, class scrapbooks, assemblies, workshops, visits and discussion |