Equality Action plan 2025_2

Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

Implemented – September 2024
Review Frequency - Annually
Review – June 2026

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objectives	Actions to be taken	Lead	Success criteria
To use performance data to monitor pupil progress and attainment and respond to variations between different groups, subjects, key stages, trends over time and comparisons with other schools, in Futura and Nationally.	• Collate and analyse pupil attainment and progress by sub-group. • Discuss these in SLT and in PPMs. • Targetted intervention in place as a result of PPMs. • Pupil Premium policy and strategy in place and published and led by PP 'Champion'. • SEND Provision Maps in place and monitored by SENDCo. • EAL 'Champion' in place leading. • Curriculum adaptations in place as a result of high-quality teaching and data analysis.	SLT, Phase Leaders and Class Teachers	• All pupils make accelerated progress above national. All sub-groups perform above national and in line with other, similar schools. • Data tracking highlights impact of interventions (following PPMs).
To raise staff awareness and expertise in promoting fairness, quality and good relationships in the context of their role.	• Staff CPLD and sharing of good practice. • All staff to act as good role models in the way they conduct themselves, treat one another and all stakeholders promote British Values. • Review curriculum annually to ensure it meets the needs of diversity and inclusion. • To celebrate diversity through the Personal Development Programme, PSHE and assemblies (as well as other cultural	SLT	• Pupils and staff feel safe, respected and valued and therefore able to thrive and achieve. • CPD undertaken, recorded and evaluated for impact.

	experiences throughout the year).		
To ensure we provide a culture and an environment that celebrates, welcomes, protects and respects diverse people.	• Ensure all stakeholders have access to contextualized safeguarding information and to know how to report concerns and access help and support. • To use displays to ensure we visually celebrate difference in the community. • To ensure the curriculum celebrates diversity e.g. in Writing, Reading, PSHE and Religion and World Views (as well as others). • Identify any barriers to learning/movement for pupils with physical difficulties. • Regularly obtain the views of pupils and parents/carers in shaping the future of MEPS.	DHT Curriculum, SENDCo, all teachers	• A wide variety of cultures and diverse lives are included in the MEPS curriculum (celebrating national and local issues). • Pupils and parents report positively that they are listened to, feel safe and are free from bullying. • Safeguarding records show swift and appropriate responses to concerns. • Environment reflects the diversity of the school and the local and national community.
To ensure that all pupils and other stakeholders are given the opportunity to make a positive contribution to school life.	• School council and other leadership opportunities in place. Ensure that different groups of children are represented in the councils/leadership opportunities. • Improved rewards system in place to reward all children, including those who 'go under the radar'. • Opportunities in place for pupils and parents/carers to give feedback on the strengths and areas for development of the school.	HT, RTB, MF, MS, Class Teachers	• All pupils feel they can contribute to the school community. • Parent/carer views indicate that the school is approachable and welcoming and that issues raised are address in a timely and appropriate manner.
To increase pupil awareness and understanding of different communities through assemblies and cultural events	• Assemblies and class activities around cultural events in place and celebrating diversity. • Diversity included throughout the curriculum. • International languages celebrated over the course of the year. • Visitors to school reflect different backgrounds, beliefs and cultures.	SLT, Phase Leaders, Class Teachers	• Pupils have opportunities to learn about different beliefs and cultures through sharing special events. • Pupils show a greater understanding and respect for diversity. • Ready, Respectful, Safe promotes respect for differences in the school community. • Personal Development Strategy

	• Visits to places of significance locally reflect diversity locally and nationally		highlights how EDI are interlinked throughout the curriculum.
To raise awareness of the impact of bullying, especially where this related to protected characteristics.	• Bullying incidents monitored through CPOMS. Termly analysis in place of bullying incidents and responses in order to identify patterns of behavior. • CPD in place for staff and pupils on protected characteristics. • Participation in anti-Bullying week as well as other national celebrations. • New Behaviour Policy gives clarity for staff in how to deal with any bullying issues. • Learning Mentors to support any child impacted by bullying, not only in the school but also in the community (and in response to any global issues).	SLT	• Pupils, parent/carers, staff report positively in survey feedback that the school deals with bullying effectively. Bullying incidents are reduced over time. • Pupils know how to report incidents of bullying. • All records show appropriate, clear, swift response to all incidents of bullying in line with policy.
To review and monitor the impact of the Equality and Diversity Policy	• Monitor impact of the policy 3 times a year in SLT and through SDMs. • Update action plan accordingly to ensure it is a 'live' document addressing the needs of the community, local, nationally and globally.	HT	• Monitoring undertaken with actions implemented as a result.

Review: June 2026

Actions as a result of review

Objectives	Actions to be taken	Lead	Success criteria
	• Update SL3 to SLT • Update Behaviour Policy and Anti-Bullying Policy to include EDI	TN	Updates complete