Equality Action plan

Implemented – September 2023
Review Frequency - Annually
Review – June 2024

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

Objectives	Actions to be taken	Person Responsible	Success criteria
To use performance data to monitor pupil achievement and respond to variations between groups of pupils, subjects, key stages, trends over time and comparisons with other schools.	• Collate and analyse pupil attainment by target group. • Targeted intervention put in place to improve attainment of target groups. • Pupil Premium strategy in place. • Pupil Premium Champion to ensure opportunities to close the gap are developed and secure to raise standards. • SEND provision map in place. • EAL action plan in place Curriculum adapted where required	Headteacher Senior Leadership Team Phase Leaders Class Teachers SENDCo	Pupils have equal access to the curriculum. Data tracking will show all pupils making good and appropriate progress from start points. Measured impact of targeted intervention feeding next steps.
To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.	• • • Staff CPD. Shared good practice. Staff to act as positive role models in the way they conduct themselves, • treat one another and all stakeholders, and promote British values. Review learning resources to ensure they represent and celebrate diversity within Britain and the wider world.	Headteacher Senior Leadership Team Phase Leaders Class Teachers SENDCo	Pupils and staff feel safe, respected and valued and are therefore able to thrive and achieve. CPD undertaken is recorded.

To provide an environment that welcomes, protects and respects diverse people.	• Ensure all stakeholders have access to contextualised or specific safeguarding information and know how to report concerns and access help and support.	Headteacher Senior Leadership Team SENDCo Site Team All Staff	Pupils, parent/carers, staff report positively in survey feedback that they are listened to, treated fairly, feel safe and are free from bullying.

	• Ensure that all staff are fully aware of the diversity within the school and its community. • Identify any barriers to learning/movement for pupils with physical difficulties. • Ensure all pupils have access to all areas of school and learning through the modification of learning. • Regularly obtain the views of pupils and parent/carers to ensure schools are meeting their needs and making any necessary adjustments.		Behaviour incidents and permanent exclusions/suspensions are reduced over time for all pupils. Safeguarding records show appropriate and swift response to concerns Environment reflects the diversity of the school.
To ensure that all pupils and other stakeholders are given the opportunity to make a positive contribution to school life.	• Personalised learning opportunities to engage all pupils. • • • Aspirational opportunities for all pupils. Reward systems in place. • Opportunities for pupils and stakeholders' feedback. Opportunity for parents and carers to access and engage in school activities and meetings.		All pupils have fair opportunity to enjoy, achieve and contribute to the school community. An increase in parental engagement as recorded in attendance records. Parent/carer views indicates that the school is approachable and welcoming

To increase pupil awareness and understanding of different communities through assemblies and cultural events.	• Assemblies and class activities around cultural events and celebrating diversity. • Diversity included throughout the curriculum. • International language celebrations. • Visitors to school reflect the diversity of the area, region, country and world. • Visits to places of cultural significance.	Headteacher Senior Leadership Team Class Teachers Support staff	Pupils have the opportunity to learn about, experience and understand different cultures through sharing special events. Greater understanding and respect for difference. The school ethos and curriculum promotes respect for the differences of the school community. Impact of social moral spiritual and cultural (SMSC) education and development.
To raise awareness of the impact of bullying, especially where this relates to protected characteristics.	• Monitor bullying incidents via CPOMS. • Assemblies to raise awareness of bullying and what to do if it is experienced/observed. • Participation in anti-bullying week. • Programme of education in PSHE has clear and progressive anti-bullying strand. Learning mentor to work with pupils and families following any incidents of bullying to provide support.	Headteacher Senior Leadership Team Class Teachers Support staff	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 monitor the incidence of policy breaches.	• Introduce a system of recording equality policy breaches. • Regular monitoring is in place, followed-up and reported.	Headteacher Senior Leadership Team	Records are well maintained and reviewed at regular points by the leader responsible. The local governing body has a full report of any breech in policy.