

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter, parent meetings and staff meetings.	Question/s about parent awareness of Equality policy and plan in Parent Questionnaire	Head teacher SLT	From Spring Term 2024	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan and the schools' responsibilities in line with the Equalities Act and protected characteristics.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Head teacher/SLT /Governing Body/	Termly PPMs	Analysis of assessments/data. Termly data demonstrates the gap is narrowing for equality groups and all groups are making at least expected progress in all areas.
All	Ensure that the curriculum (Including the National Curriculum) promotes role models and heroes that young people positively identify with, which reflects the school's diversity and the protected characteristics (e.g. race, gender, disability, religion.)	Increase in pupils' participation, confidence and achievement levels. Increase in parental engagement	All Subject coordinators, lead through curriculum Guidelines/ lesson plans	From Spring Term 2024	Notable increase in participation and confidence of targeted groups as evidenced in assessment data.
All	Continue to provide opportunities (at clubs and sports) for pupils with protected characteristics (e.g. gender, disability.) Further challenge stereotypes through offering participation opportunities in a range of sports for all pupils (e.g. girl's football etc.)	Clubs register monitored by race, gender and disability Clubs offer monitored by race, gender and disability	Headteacher/ SLT/PE Leader Sports Leaders	From Spring Term 2024	Analysis indicates that there is good participation in a range of sports from across the school demographic.

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	Consider how the different areas of the playground/outdoor area are utilised during break and lunchtimes to ensure that there is equal access to all activities (e.g. football, four square.)	Playground activities monitored by race, gender and disability			
All	<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, class assemblies, fund raising, Buddies, etc.</p> <p>Ensure that all pupil groups are fully representative of the school demographic (e.g. that they are comprised of a mixture of boys/girls, those with disabilities, from different races and religions).</p>	<p>School council</p> <p>SEND School Council</p> <p>House Captains</p> <p>Sports Leaders</p> <p>Digital Champions</p> <p>Eco Warriors</p> <p>Representation monitored by race, gender, disability etc</p>	<p>Headteacher/SLT</p> <p>Lead teachers for the respective groups</p>	From Spring Term 2024	<p>All pupils buy into the work of the different pupil voice groups and feel that they are represented within them.</p> <p>The work of these groups has tangible significance within the life of the school and in school improvement work.</p>
All	<p>Ensure that all pupils and parents are able to contribute towards school improvement work through regular questionnaire and feedback opportunities into different areas of school life.</p> <p>Ensure that all pupils are able to make their views and opinions known through the implementation of the pupil voice policy.</p>	<p>Responses to questionnaire and feedback opportunities are implemented into school improvement work where possible.</p> <p>Pupils have regular opportunities to engage in pupil voice activities across the year and these are acted upon where appropriate.</p>	<p>Head teacher/SLT</p> <p>Pupil voice lead</p> <p>Teachers with responsibility for different areas of school life.</p>	From Spring term 2024	<p>There is high take-up of questionnaire and feedback opportunities from both parents and pupils.</p> <p>There are tangible outcomes in school improvement work which derive from feedback provided.</p>
Race Equality Duty	Identify, respond to and report racist incidents as outlined in the Plan. Report the figures to the Governing Body on a termly basis.	The Head teacher/Governing Body will use the data to assess the impact of the school's response to incidents i.e. have whole school/year group	Head teacher / Governing Body/SLT PSHE subject lead	Reporting at all full governing body meetings	All staff are aware of and respond to racist incidents in line with the school behaviour policy and in reporting on "my concern."

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	Ensure that PSHE teaching around race and the severity of using racist language is taught effectively and throughout the school.	approaches led to a decrease in incidents? Ensure pupils and parents satisfied with the response. Monitoring of PSHE teaching in this subject area.	Teachers		Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Continue to encourage girls and boys to take up different/sport/activities outside the curriculum requirements that may appear gender specific to make participation rates more reflective of the school population.	Increased participation in sports clubs and out of school sport activities by the entire school demographic.	SLT PE Subject Leader Clubs Leaders	From Spring Term 2024	Club registers show that there are a wide range of pupils attending a wide range of extra-curricular activities.
All	Ensure that tolerance, acceptance and inclusivity is engrained in the school culture, including in the behaviour of all members of the school community through the implementation of a robust, relevant and comprehensive PSHE curriculum and regular awareness events and weeks (e.g. black history month, neurodiversity celebration week etc.)	Reduction in specific incidents, e.g. racist, biphobic, transphobic, homophobic incidents. Pupil and parent feedback to events attended shows that these values are shared and that all members of the school community are valued and accepted.	Head teacher / Governing Body/SLT PSHE subject lead Teachers	Reporting at full governing body meetings	All staff are aware of and respond to incidents Consistent nil reporting is challenged by the Governing Body Pupils demonstrate through their participation in learning and other activities, that they are confident members of the school community.
Gender, gender reassignment, pregnancy and maternity and sexual orientation	Ensure that any Homophobic, Biphobic and Transphobic (HBT) behaviour is consistently challenged, and to ensure policies are fully inclusive. Ensure that the school's RHSE policy and PSHE teaching fully follows the requirements of the Statutory guidance on relationships education, relationships and sex education	Reduction in specific incidents, e.g. biphobic, transphobic, homophobic incidents. All policies will be updated and ratified by Governors in line with the policy schedule.	Head teacher/Governing Body/SLT PSHE subject lead Teachers	From Spring Term 2024	Policies are fully inclusive. Policy will outline systems to prevent/deal with any HBT discrimination. Children will feel confident to ask for advice, guidance and support where needed.

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	<p>(RSE) and health education (2019), as well as being age-appropriate and of a high standard.</p> <p>Ensure that all class teachers are aware of the legal requirements placed upon them when teaching sensitive topic areas and that they have the confidence and strategies to do this effectively.</p>				<p>Teachers feel confident to teach all areas of the PSHE curriculum, including potentially sensitive topic areas and do this in an age-appropriate way in line with the school's scheme of work.</p>
<p>Gender, gender reassignment and sexual orientation</p>	<p>To ensure our pupils and parents are aware that we are a safe and inclusive space for all sexual and gender identities.</p> <p>Provision of a self-referral system to access support from the Learning Mentors and Play Therapist.</p> <p>Infants staff will have systems in place to enable children to share worries.</p> <p>To ensure that texts used in English lessons include characters who identify as LGBTQ+.</p>	<p>Audit of the use of the self-referral system throughout school.</p> <p>Safeguarding and mental health pupil questionnaires</p>	<p>SLT</p> <p>PSHE Lead</p> <p>Mental Health Lead</p> <p>Therapeutic Team</p> <p>Safeguarding Team</p>	<p>From Spring Term 2024</p>	<p>All children in the Junior School will be able to self-refer to a member of the therapeutic team if they would like to.</p> <p>Children feel confident to ask for advice, guidance and support.</p> <p>All staff are clear of how to raise a concern about a child to a member of the school's safeguarding team.</p>
<p>Age</p>	<p>To further include extended family members in the life of the school (e.g. grandparents) through a variety of initiatives (e.g. talks to classes, volunteer readers etc.)</p>	<p>Audit of the volunteers' register to see how reflective it is of the local community.</p> <p>Consider how wider family members are included in the life of the school – do they come to school events etc?</p>	<p>Head Teacher/SLT</p> <p>AHT for teaching and learning (responsible for volunteers)</p> <p>Subject Leaders (where appropriate)</p>	<p>From Spring 2024</p>	<p>All children in the school are able to positively talk about the impact that members of the community who are part of the third generation can make.</p> <p>All children in school have benefit from enhanced learning opportunities provided by those from the third generation/sharing of experiences etc.</p>

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Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor for SEND Chair of Governors	From Spring Term 2024	More applications from disabled candidates to be School Governors Potential representation from disabled people within the school governing body.
Disability Equality Duty	Include aspects of disability sport into the curriculum (e.g. pantathlon events such as blind football, seated volleyball, boccia.) Provide taster sessions for all pupils on BSL (British sign language.) Promote disability events such as the paralympics (including famous Paralympians) in the school's curriculum offer.	Monitoring of participation throughout the school and pupil feedback on activities offered	SLT PSHE Lead PE Lead SENCo Collective Worship Lead	From Spring Term 2024	Pupil feedback shows positive views about disability sport and disability sports men/women. All pupils have an understanding of what BSL is, the importance of it, and know some of the basic signs to communicate with.
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness, tolerance, attitudes and understanding of different communities e.g.RE/festivals/Assemblies e.g. Diwali, Eid, Christmas. Use of circle time.	RE Lessons PSHE Lessons Assemblies Special Events Circle Time	PSHE subject lead RE subject lead Collective Worship subject lead	From Spring Term 2024	Increased awareness of different communities and events shown through participation in assemblies and events from the whole school population Improved work and assessment in both PSHE and RE lessons
Community Cohesion	Further use the visual learning environment to promote the school's diversity and events/religious festivals etc within the school community.	RE lessons PSHE lessons Assemblies Special Events	PSHE subject lead RE subject lead Collective worship subject lead	From Spring Term 2024	Increased awareness of different communities and events through an exciting visual learning environment which reflects the school's diversity.

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		Cross-Curricular Events	SLT		Improved work and assessment in both PSHE and RE lessons
Community Cohesion	To ensure that parents are aware of who the staff are in school who can speak different community languages, and how to seek language support should they need it.			From Spring Term 2024	<p>Parents who have limited English and may need some language support feel confident to approach staff members if needed.</p> <p>Staff members are willing to support the school's families in this way if they are able to.</p> <p>There is greater participation from across the school community in parent events – e.g. parent's evening, parent workshops etc.</p>