

Equality Action Plan 2024-2026



Equality Action Plan Objective	Success Criteria		Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Promote positive attitudes towards people with disabilities and support children with disabilities fully in school life To promote that many disabilities are hidden e.g. ASD	Children understand and respect people with disabilities. Pupils with a disability participate in extracurricular events. Pupils understand that disability should not define a person. Children understand how people with disabilities can be supported. Teachers empowered to support our children with disabilities to the best our provision will allow		Inform governors of equality work in gov meetings	Termly meeting with SEND governor	Annual reports to governors
Actions	Timelines	Staff responsible	Resources – Time/CPD		Resources - Financial
Plan positive experiences of disability into teaching e.g. signs and symbols, disabilities displayed through story	Story times Disability theme	Curriculum Lead	Staff meeting, stories		£200
Hold an assembly on disability and difference	Assembly once a term ongoing	Head Teacher	Assembly time		NA
Provide special opportunities, visitors related to disability awareness	Assembly ongoing	Business manager Head Teacher	Assembly time		
Provide assemblies for children on protected characteristics including hidden disabilities	Each term ongoing	Head Teacher	Assembly time, books		NA
Purchase books that provide positive images of people with disability	Autumn 2025	English Lead	Books in the foyer		£200
To ensure pupils in school with disabilities in KS1 attend an extra curriculum club	Autumn 2025	GG	Liaise with parents regarding this		Part of our PE grant

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Promote positive attitudes towards different ethnic minority groups and children from different cultures	Children know about and value each other's cultures and religions Any racist incidents and acted on promptly and children are educated accordingly Parents are satisfied with responses of dealing with incidents		Governors ratify policies Questions around data Governors challenge reporting of incidents	Termly meeting	Annual reports to governors
Actions	Timelines	Staff responsible	Resources-Time/CPD		Resources-Financial
Identify, respond and report racist incidents and report to governing body termly and Trust through forms	On going	Head Teacher			NA
To ensure all communities, however small feel valued and represented in our school – anti racism staff meeting to raise awareness and ARE plans moving forward	6.12.24 staff meeting	Anti Racism Lead HT	ARE materials		£1800
Language lead to support with ensuring home languages are represented in some way in the classroom	Summer 25	EAL Lead	To be provided for each class and a PowerPoint to use in classes		This needs more work moving forward
Assembly on originating countries within school for the children – invite in new parents from countries	Ongoing	Head Teacher	1 hour meeting with parents and plan an assembly		
Art block of work to embrace culture families	TBC	Art Lead	Time and art resources		£100

Future Developments				
Continue with the above capitalising on the different cultures we have in school Further involvement from parents				

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To ensure gender equality in terms of outcomes, take up in clubs	Clubs are attended by both boys and girls A range of clubs mean all interests are accommodated		Governors ratify policies Questions around data Governors challenge reporting of incidents	Termly meeting	Annual reports to governors
Actions	Timelines	Staff Responsible	Resources – Time/CPS		Resources – Financial
Monitor extended provision to ensure engagement from both boys and girls in all clubs	Last week of each term	HT			
Increase number of positive male role models within the school e.g. assemblies, rock steady, PE, middays,	ongoing	HT	Rock steady, musicians, middays, assemblies, reading day (dads)		
Inter-school competitive activities – quad kids, athletics, cross-country	TIMETABLED	HT/GG			
Future Developments Monitor clubs in regards to gender, race, disability					

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To ensure equality and diversity is represented fully in our curriculum	Celebrations of cultural diversity are woven through curriculum provision – where possible covered in depth but if not through assemblies Children’s understanding of local and global community is broadened. Children are tolerant of diversity and celebrate difference. Children can talk about diversity in an age appropriate way		Report to governors Governors undertake pupil voice (summer 2023)	Subject leaders discussion Evidence in planning and curriculum documents	Annual reports to governors
Actions	Timelines	Staff Responsible	Resources – Time/CPD		Resources - Financial
Review brilliant books and diversity texts	Staff meeting Summer 25	English Lead	TBC		TBC – bid 25-26
Ensure that the curriculum promotes role models that young people can positively identify with which reflects the school’s diversity in terms of race, gender and disability.		Curriculum Lead	Continue to adapt long term frameworks accordingly based on changes		
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g Diwali, Eid, Xmas	Ongoing	HT	Curriculum planning, assemblies, floor books		
Future Developments Parental Involvement Strategy Faith days Different visits					