



Equality Action Plan 2025 – 2028

Adopted: November 2025

Due for review: July 2028

Development of the Equality Action Plan

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' mornings, and parent-consultation meeting;
- Input from staff surveys or through staff meetings / training
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on One Page Profiles/Pupil Progress meetings, Instructional coaching;
- Feedback at Local Governing Body meetings

Review of progress and impact

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire policy and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender, children looked after, English as an additional language, disadvantage, and special educational needs and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the Academy website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Review of Action
All	Publish and promote the Equality Plan through the school website, newsletter, Local Governing Body meetings and staff meetings.	Question about parent/Carer awareness of Equality through survey. Question about staff awareness of equality on staff survey. All governors to receive new Equality Plan and challenge	Headteacher and Deputy Headteacher	Questionnaires annually. Regular governor meetings.	Equality plan available on School website.
All	Monitor and analyse pupil achievement by race, gender, EAL, CLA, disadvantaged pupils and SEND and act on any trends or patterns in the data that require additional support for pupils to ensure any gaps are narrowed (and eliminated)	Achievement data analysed by ethnicity, gender and disability through Pupil Progress meetings, any trends to be acted on by teachers and SENCO	All Staff and Local Governing Body	Ongoing	Pupil Progress meetings held to monitor achievement. Leadership Team monitors progress termly. Key reports to Local Governing Body.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, EAL, CLA, disadvantaged pupils and SEND	Monitoring of classroom displays by PSHE Leader. Children to participate in displays through their work.	PSHCE leader	Ongoing	Displays evident in every classroom to celebrate pupil participation and achievement. Displays monitored by PSHE Lead and other curriculum Leaders.

All	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 by election, House Captains class assemblies, fund raising etc.	School council representation monitored by ethnicity, gender, EAL, CLA, disadvantaged pupils and SEND. Class assemblies on a rota and themes to be monitored by PSHE leader to ensure that all pupils are given the opportunity to make a positive contribution via Pupil Parliament, performances, fund raising etc.	Member of staff leading on School Council PSHE leader	Ongoing	School council selection monitored by race, gender and disability. Monitored that all pupils were given the opportunity to contribute and resources to access other activities within school.
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All	That participation in extended school activities reflect the diversity of the school population	Monitor take up of clubs and extra support/resources required. Provide opportunities for all pupils to take part in extended school activities e.g. after school clubs and extra-curricular activities.	Headteacher and Deputy Headteacher (SENDCo)	Ongoing	All clubs are monitored for participation. Support and resources have been provided where necessary e.g. in specific medical needs.
Race, homophobic and bullying equality duty	Identify, respond and report racist, homophobic and bullying incidents. Report the figures to the Local Governing Body.	Data will be used to assess the impact of the school's response to incidents.	All staff Headteacher and Deputy Headteacher	Reporting: before Local Governing Body Meetings	Data collated on incidents. Procedures followed by all staff when incidents arise – Parents informed and satisfaction by all parties is sought.

All	Analyse attendance data of key groups of pupils (including gender, ethnicity, disadvantaged, SEND and EAL) to ensure any barriers to good attendance are identified and addressed	Regularly monitor the attendance of key groups of pupils (including gender, ethnicity, disadvantaged, SEND and EAL)	All staff Attendance team Attendance Champion Headteacher	Ongoing	Reports to Local Governing Body analysing attendance. Attendance Champion analyses data weekly and action plan regarding specific areas to focus on. Support given for individuals/groups. Action taken using the LA guidance.
Disability Equality Duty	To provide Information that is accessible and easily understood by all	Information is written in easily understood language, eliminating unnecessary words and abbreviations. School staff will support and help parents to access written information and complete forms. Parents/carer of children with EAL to be spoken to individually if required and use a translator when necessary.	All staff Headteacher and Deputy Headteacher	Ongoing	All information to be given to parent/carers has been checked by the Headteacher or Deputy Headteacher. Support has been provided to access or complete forms by office manager, SENCO, Headteacher etc. Translators provided where necessary.

Disability Equality Duty	To ensure that lessons provide opportunities for all pupils to achieve.	Lessons address a variety of learning styles and are adapted appropriately. Children work in a range of ways - individuals, pairs, groups and whole class. Specific staff training for support staff and teaching staff dealing with children with difficulties e.g. Blank Level questioning	All staff Headteacher and Deputy Headteacher	Ongoing	Staff provided with training. Staff meetings run by the educational psychologist. Follow up observations of recommendation by the educational psychologist. Classrooms monitored by leadership.
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Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Assemblies, lessons and resources provide opportunities provided for children to learn about racial and cultural diversity other than their own.	PSHE leader	Ongoing	Assessments undertaken (teacher assessment). Children's learning monitored by through subject leadership.
All	To ensure all children and parent/carers have the opportunity to attend specific events and provide a teaching environment which is inclusive for everybody. Make links with the community to build on communication and relationships.	PSHE lead monitors all aspects of this strand through monitoring lessons and lesson plans, linking with the parental involvement officer, providing displays of key events which children can take part in. Provide a system for children to share their problems and ensure they are followed up, questioning children through the use of questionnaires to monitor assemblies.	PSHE leader Headteacher and Deputy Headteacher	Ongoing	Monitoring done through lesson observations and learning walks. Systems in place for children to share their thoughts and concerns, monitored by leadership. Parental involvement officer and leads work closely with families to encourage attendance of specific events

All	To monitor wider equality outcomes within key groups in terms of race, gender, EAL, CLA, disadvantaged pupils and SEND. Monitor the wider equality outcomes of attendance, pupil profile, racist incidents, behaviour, attainment and attendance of clubs.	A written report to be presented to the Local Governing Body outlining specific actions to close any trends or patterns in data.	All staff Headteacher and Deputy Headteacher	Ongoing	Reports to Local Governing Body analysing progress and any trends/gaps that need to be addressed. Attendance officer working closely with families with attendance issues.
All	Identify, report and respond to any bullying incidents or concerns.	Review of the anti-bullying policy to ensure the policy is up to date with current legislation. Procedures in place to monitor incidents.	All staff Headteacher and Deputy Headteacher		Anti-bullying policy reviewed as necessary and in date with current legislation. Children are encouraged to share their problems/concerns.

All	Promote positive images and attitudes towards those with protected characteristics – focus across all 9 areas and other groups (age, disability, race, gender reassignment, marriage/civil partnership, pregnancy/maternity, religion/belief, sex, sexual orientation and health needs/ mental health	Continue to promote positive attitudes through selecting class texts and independent reading books throughout school by reviewing current stock of texts used in the library against the protected characteristics. Ensure a range of books and resources are available for assemblies and key themes across the year (e.g. Black History Month, International Women's Day, World Autism Day etc) Liaise with subject leaders to monitor inclusion and evidence of diversity strands throughout wider curriculum planning.	Deputy Headteacher All staff	Ongoing	
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This plan was adopted on the 30.11.2025. It will be reviewed by the end of Summer 2 2028 unless circumstances demand an earlier review.