

Heading	Actions	Who	When	Impact and next steps
ACCESSIBILITY/ DISABILITY <i>*Review Accessibility plan</i> <i>*Analysis of pupil data inc progress and attainment</i>	<ul style="list-style-type: none"> To increase awareness and understanding of pupils and people with additional needs and to provide an inclusive curriculum. Ensure our curriculum is accessible and inclusive for all pupils with any disability Review accessibility plan for each site 	<ul style="list-style-type: none"> Class Teachers /SLT Class Teachers/S LT SLT/Estates 	<ul style="list-style-type: none"> Ongoing- staff meeting agenda item Spring 1 	Resources required- Books that promote role models with disabilities- Harry's heros, Paralympian's, biographies of people with disabilities who are 'current' eg Rose Ailing Ellis
RACE <i>*Promote equality of opportunity</i> <i>*Eliminate unlawful discrimination</i> <i>*Eliminate racist harassment</i> <i>*Promote good relations between different ethnic groups</i>	<ul style="list-style-type: none"> To widen pupils experience of other cultures and beliefs. Opportunities are created and explored through curricular links and real experiences. Through enquiry, concepts are explored and revisited regularly. 	<ul style="list-style-type: none"> AH/CT 	<ul style="list-style-type: none"> Ongoing monitoring Termly environment walks 	Books on the core reading spine to include genres with settings from different cultures or authors from different cultures. WCR and Assemblies discuss and explore topics that support and further develop children's understanding of an already limited experience of race, culture and diversity. Different ethnic groups represented in class texts, displays and resources. Consider better deployment of celebration/learning around Black History Month
GENDER <i>*Analysis of all pupil achievement and performance by gender</i> <i>*Promote equality of opportunity</i> <i>* Range of gender friendly teaching styles and strategies</i>	<ul style="list-style-type: none"> Ensure curriculum opportunities, including enrichment clubs are accessible and inviting to all pupils. Positive role models and influential people to feature in our assemblies. Termly analysis of achievement and performance by gender. 	<ul style="list-style-type: none"> AH/CT AH/CT 	<ul style="list-style-type: none"> Ongoing monitoring Spring 1 introduction 	Attendance to feature as part of our assemblies alongside school values. Role models and influential people shared via class newsletters.

<p>SEXUAL ORIENTATION <i>*Promote equality of opportunity</i> <i>*Eliminate unlawful discrimination</i> <i>*Eliminate racist harassment</i></p>	<ul style="list-style-type: none"> • RSHE curriculum is fully embedded across the school • Training opportunities are sourced to promote equal opportunities. • 	<ul style="list-style-type: none"> • AH/CT 	<ul style="list-style-type: none"> • Ongoing 	<p>Purchase current and up to date RSHE resources- especially for UKS2</p> <p>Books for library that include up to date family circumstances to match our RSHE curriculum.</p>
<p>CURRICULUM FOR EQUALITY <i>*Extra curriculuar opportunities</i> <i>*Relationships with others/PSHE</i> <i>*Resources</i></p>	<ul style="list-style-type: none"> • Analyse pupil participation of enrichment activities. Identify groups such as SEND, ethnic minorities, Pupil Premium and gender. • Diversity and culture pupil roles deliver assemblies and host class discussions 	<ul style="list-style-type: none"> • AH • CT 	<ul style="list-style-type: none"> • Spr 1 	<p>Consult groups to identify enrichment activities/barriers that could increase participation.</p> <p>Develop effective use of curriculum enrichment days.</p>
<p>COMMUNITY COHESION <i>*Targeting underachieving groups</i> <i>*Family learning</i> <i>*Parents and the community</i> <i>*Global Links</i></p>	<ul style="list-style-type: none"> • School groups participate in local events (church and sporting) • School reaches out to local media to celebrate achievements and ongoing developments • Mother's day/Father's day activities • Continue to embed and further establish links with the church • Fund raising for 3 charities chosen by school council (local, national and global charities) 	<ul style="list-style-type: none"> • AH/CT • AH/CT • AH/CT • AH/ST • School council 	<ul style="list-style-type: none"> • Weekly • Half termly • Spr/Sum • Ongoing • Termly 	<p>Further opportunities to join local groups? Such as Eco Warriors working with the church?</p> <p>Strong support from Rev Diane Ekins with Eco-Warriors, school 150 yr anniversary, regular assemblies and events at the Church</p>
<p>ALL EQUALITIES <i>*Staff and LC representation</i> <i>*Exclusions</i> <i>*Training needs</i></p>	<ul style="list-style-type: none"> • Staff and LC members representative of community make up • Ensure the curriculum promotes role models that young people positively identify with in terms of diversity, disability and gender. • Ensure displays and resources 	<ul style="list-style-type: none"> • Trust/LC • SLT 	<ul style="list-style-type: none"> • When vacancies arise • Monthly 	<p>Use pupil voice (school council, surveys, focus groups) to gather views on inclusion, belonging and fairness across all protected characteristics.</p>

	<p>positively promote diversity including race, gender and disability.</p> <ul style="list-style-type: none">• Monitor behaviour including suspensions and exclusions using myconcern			
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