

**WOODLANDS PRIMARY
SCHOOL,
HEDGEHOGS NURSERY AND
SUNBEAMS CLUB**



**EQUALITY OBJECTIVES
POLICY**

**Updated: September 2025
Review Date: September 2028**

Check list for school staff and governors

- ☒ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- ☒ How has your Equality Policy been shaped by the views, input and involvement of staff, parents and pupils?
- ☒ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ☒ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ☒ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- ☒ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- ☒ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- ☒ Does the school take part in annual events to raise awareness of issues around race, disability and gender?
- ☒ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- ☒ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ☒ Are procedures for the election of parent governors open to candidates and voters who are disabled?

WOODLANDS PRIMARY SCHOOL, HEDGEHOGS NURSERY AND SUNBEAMS CLUB

EQUALITY OBJECTIVES POLICY

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1. Mission statement

Ready Respectful Safe

At Woodlands Primary School, Hedgehogs Nursery and Sunbeams Club (school) we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to maintain a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils is monitored by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination through a comprehensive curriculum, and through the positive promotion of equality, actively challenging bullying and stereotypes and creating an environment which champions respect for all. At Woodlands, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this policy, the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and learning

We aim to provide all our learners with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of children;
- Monitor achievement data by ethnicity, gender and disability and action any differences between groups;
- Take account of the starting attainment of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;

- Use materials that reflect the diversity of the school, national population, local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist, misogynist, homophobic and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents and carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and suspensions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, special educational need or socio-economic factors.

Suspensions will always be based on the school's Behaviour for Learning Policy and DfE guidance, in addition to individual risk assessments. We closely monitor suspensions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at school.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability, matched against clearly defined criteria in job descriptions and in full compliance with the law. However, we are concerned with ensuring, wherever possible, that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we will continue to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff.

Actions to ensure this commitment is met include:

- Monitoring recruitment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity and experience for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with the **Equality Act 2010**, which introduced the **Public Sector Equality Duty (PSED)**. These duties build on previous legislation, including the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 2005, but are now consolidated under the Equality Act 2010.

The action plan at the end of this Equality Plan outlines the actions that Woodlands Primary School will take to meet the general duties detailed below.

4a. Race Equality

“Race” refers to a person’s colour, nationality, ethnic or national origin. It includes Travellers, Gypsies, Roma, and Black, Asian, and Minority Ethnic (BAME) groups, as well as White British people.

This section reflects our legal obligations under the **Equality Act 2010** and the **Public Sector Equality Duty**, which places a general duty on schools to:

- Eliminate unlawful racial discrimination, harassment and victimisation;
- Advance equality of opportunity for people from different racial backgrounds;
- Foster good relations between individuals from different racial or ethnic groups.

As part of our specific duties under the Equality Act, School will:

- Maintain and regularly review our Equality Plan, which includes our policy on race equality;
- Monitor the impact of our policies and practices on pupils, staff and families by ethnicity - with particular attention to the progress and achievement of minority ethnic pupils;
- Use data and feedback to inform planning and decision-making, ensuring our actions actively promote race equality and inclusion.

We are committed to eliminating all forms of racism and racial discrimination. Alleged racist incidents are promptly investigated and logged on CPOMS. We work to prevent recurrence and ensure victims and their families are supported. All racist incidents are reported to Governors termly via the Headteacher’s report, with analysis informing our wider strategic response.

4b. Disability

This section should be read in conjunction with the school’s Special Educational Needs Policy.

Definition of disability

A person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (see our Accessibility Plan and SEND Local Offer on the school website). This includes discrimination arising from something connected with their disability, such as the use of aids or medical conditions.

Under the Equality Act 2010, a person is protected from discrimination if they meet this definition. Long-term illnesses such as HIV, multiple sclerosis and cancer are considered disabilities from the point of diagnosis, regardless of their current impact.

We are committed to making reasonable adjustments for pupils, staff, and visitors with disabilities, and to removing barriers to participation in every aspect of school life. Reasonable adjustments may include physical adaptations, additional learning support, modified curriculum access, or assistive technology.

As part of our responsibilities under the Public Sector Equality Duty, we monitor the impact of our policies and practices on disabled pupils, staff and families and take steps to actively promote equality and inclusion.

Legal duties to Promote Disability Equality

Under the Equality Act 2010, schools have a legal obligation to eliminate discrimination, advance equality of opportunity, and foster good relations for all people, including those with disabilities. This is part of the Public Sector Equality Duty (PSED), which applies across all aspects of school life.

In line with this duty, School is committed to:

Promoting equality of opportunity between disabled and non-disabled people;
Eliminating discrimination, harassment and victimisation related to disability;
Promoting positive attitudes towards disabled people;
Encouraging the participation of disabled people in all aspects of school and public life;
Taking active steps to meet disabled people's needs, including where this may involve more favourable treatment.

Our Specific Duties:

To fulfil our specific duties under the Equality Act 2010, we will:

Prepare and publish an Equality Plan, which outlines our objectives relating to disability and other protected characteristics;
Publish annual information demonstrating how we are meeting the aims of the Equality Duty in relation to disability;
Review and revise our equality objectives at least every four years, ensuring that they remain relevant, achievable, and impactful.

Reasonable adjustments:

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users. To enable all children to access the curriculum:

- School visits are planned accordingly and individual children's needs are risk assessed.
- If necessary, staff allow for the additional time required by some disabled pupils to access tasks e.g. use equipment in practical work
- Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education
- Teachers and teaching assistants have the necessary training to teach and support disabled pupils
- Teachers and teaching assistants are supported with their own disabilities
- Staff seek to remove all barriers to learning and participation in any and all activities in school
- 1:1 teaching assistants work with a range of children with complex needs and seek advice from the SENDCo and external agencies to support them appropriately.
- Our building is maintained to ensure access for all, this is regularly reviewed. If any particular changes or installations were required to improve this, they have been progressed.
- Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disability.
- Alarms with both visual and auditory components would be considered if a child was admitted with such needs.

4c. Gender Equality

Gender Reassignment

Under the Equality Act 2010, gender reassignment is a protected characteristic. A person is protected if they are proposing to undergo, are undergoing, or have undergone a process (or part of a process) for the purpose of reassigning their gender. This process may involve medical or non-medical changes, such as social transition.

'Trans' is an umbrella term used to describe people whose gender identity differs from the sex assigned at birth. While the Equality Act does not explicitly cover intersex people or those who identify as non-binary, School is committed to treating all children with respect, dignity and fairness, including those with diverse gender identities or variations of sex development.

Children as young as five may begin to show signs of gender variance, and it is essential for schools to provide a supportive and inclusive environment for all pupils.

Our Duties Under the Equality Act 2010

In line with the Public Sector Equality Duty, School will:

- Eliminate discrimination, harassment and victimisation based on sex and gender reassignment;
- Advance equality of opportunity for pupils, staff and families of all genders, including transgender individuals;
- Foster good relations between people of different genders and gender identities.

Specific Duties:

- Publish an Equality Plan which includes objectives to promote gender equality and protect pupils undergoing or proposing gender reassignment;
- Publish annual information showing how we are complying with our duties in relation to gender;
- Review and update our equality objectives at least every four years.

4d. Protected Characteristics

Sexual Orientation

Under the Equality Act 2010, sexual orientation is a protected characteristic. This includes a person's orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual), or both sexes (bisexual).

Although children in primary school may not personally identify as gay, lesbian or bisexual, promoting equality around sexual orientation is essential. Children may have parents, carers, siblings or family friends who are part of the LGBTQ+ community.

Inclusive education helps ensure all children feel safe, represented and valued. Woodlands Primary School actively promotes understanding and respect for different family structures and relationships. We use the Christopher Winter Project for Relationships and Sex Education (RSE) from Reception onwards, and complement this with the No Outsiders curriculum to explore themes of diversity, identity and acceptance.

Parents and carers are fully informed of lesson content in advance and are welcome to discuss any aspect of the curriculum with staff or senior leaders (see RSE Policy). We take a sensitive and respectful approach to addressing these issues, recognising that pupils come from a wide range of cultural and religious backgrounds. Our inclusive curriculum is closely linked to our SMSC provision, which includes annual workshops from the NSPCC on safeguarding, personal safety and trusted adults.

Age

Age is a protected characteristic under the Equality Act 2010. While age discrimination does not apply to the provision of education, it does apply to employment. Admissions outside of chronological age are considered on a case-by-case basis, with close liaison with the Local Authority and relevant external agencies to ensure decisions are made in the best interests of the child.

Marriage and Civil Partnership

This characteristic is also protected under the Equality Act 2010, but only applies in employment, not education. Nevertheless, Woodlands Primary School is committed to equality and does not discriminate on the basis of marital or civil partnership status, including same-sex partnerships, in any aspect of employment or staff wellbeing.

Pregnancy and Maternity

Pregnancy and maternity are protected characteristics under the Equality Act 2010 in relation to employment, but also carry implications for supporting parents and school staff. Maternity refers to the period of 26 weeks after childbirth (including stillbirths), which corresponds to the Ordinary Maternity Leave period. The school adheres to its duties under employment law, including the extension to Additional Maternity Leave where applicable, and provides supportive, flexible working arrangements as part of its commitment to staff wellbeing.

Religious Beliefs

Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief will affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship (see Collective Worship Policy).

At Woodlands, we recognise that people can face discrimination because of attitudes in society towards the faith communities to which they belong. In Britain, we acknowledge that faith-based hate crime has been on the increase in recent years; in our local area, this has not been an issue. Our RE scheme of work is available on the school website and follows the local agreed syllabus for RE.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility, and understanding.

4e. Community Cohesion

The Education and Inspections Act 2006 introduced a duty for governing bodies of state schools to promote community cohesion, which came into force in September 2007. Although the specific legal requirement for schools to promote community cohesion was removed in 2011, the values and aims it encompassed remain integral to our ethos at Woodlands.

Community cohesion refers to promoting positive relationships and mutual respect between pupils and families of different races, religions, beliefs, and socio-economic backgrounds. At Woodlands, we continue to uphold the spirit of this duty through our work in:

- Spiritual, Moral, Social and Cultural (SMSC) education
- The promotion of British Values, especially tolerance and mutual respect
- Our inclusive Relationships and Sex Education (RSE) curriculum
- A whole-school commitment to diversity, equality and belonging
- Celebrating different cultures or religions e.g. cultural weeks, themed assemblies, language days, etc.

We believe that fostering understanding, empathy and active citizenship among our pupils contributes not only to a harmonious school community but also to a fairer and more inclusive society. Community cohesion principles are embedded throughout our curriculum and pastoral support systems, helping pupils learn how to live well together in modern Britain.

5. Consultation and Involvement

The development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We ask for and listen to the views of all parents, through a range of media including SeeSaw, email, face-to-face meetings, Parentview, Parent Forum etc and have put particular systems in place to communicate verbally with our parents about their concerns.

6. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and staff, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The governing body ensures that no adult is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher

It is the Headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.

It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will ensure that all staff are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, religion, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur by reporting and recording them as a minimum. They know how to identify and challenge prejudice and stereotyping; and support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis. All incidents are recorded on CPOMs.

What is a discriminatory incident?

Harassment on the grounds of a person's race, gender, disability, sexual orientation, religion or belief, gender reassignment, or other protected characteristics under the Equality Act 2010 can take many forms. These include:

- Verbal or physical abuse
- Name-calling or teasing
- Exclusion from groups or activities
- Unwanted looks or comments
- Offensive jokes or gestures
- Graffiti or written insults

- Online harassment (cyberbullying)

At Woodlands, we are committed to providing a safe and respectful environment for all. We operate a zero-tolerance approach to harassment or bullying of any kind.

Racist Incidents

In line with the definition established in the Stephen Lawrence Inquiry Report (1999), a racist incident is:

“any incident which is perceived to be racist by the victim or any other person.”

We take all allegations of racist or discriminatory behaviour seriously. Incidents are investigated thoroughly, recorded on CPOMS, and reported to the Governing Body through the Headteacher’s termly report. We use incidents as opportunities to educate, challenge prejudice, and support all those involved through the use of restorative approaches.

While socio-economic background is not a protected characteristic under the Equality Act, we remain mindful of how disadvantage can intersect with discrimination, and we are committed to supporting all pupils equitably.

Types of discriminatory incident

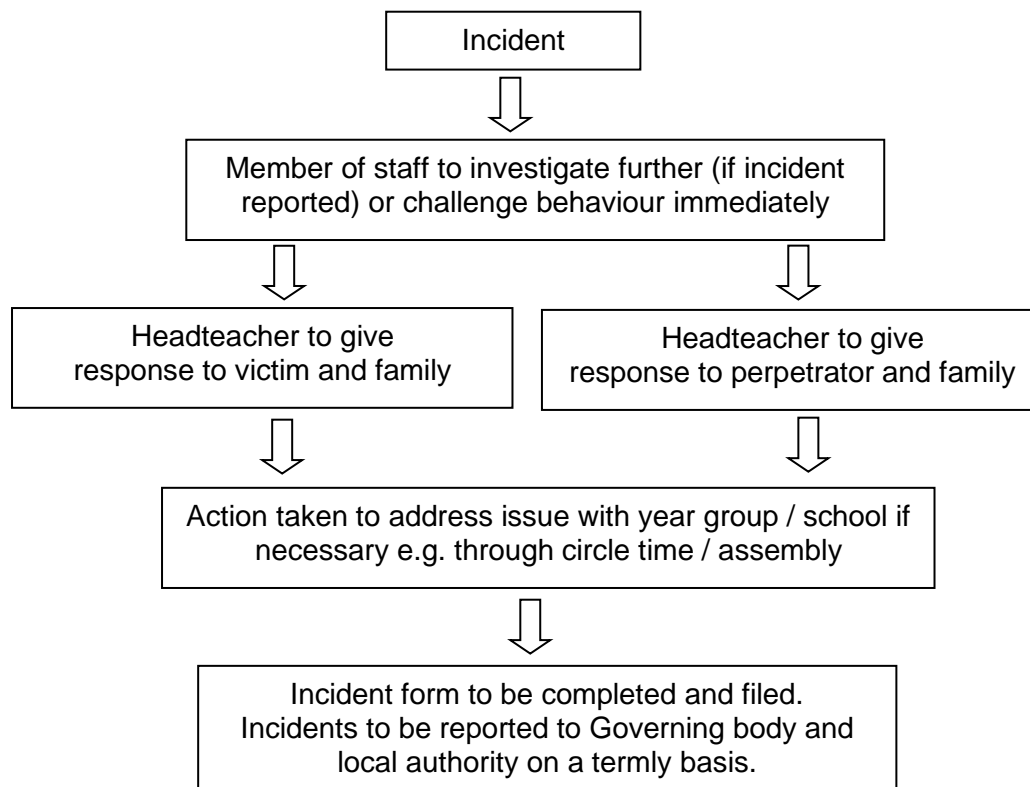
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



8. Tracking and monitoring of vulnerable pupils

At Woodlands, we work hard to ensure that all pupils, no matter what their additional or special needs, have the opportunity to progress and develop academically and socially. Children on the SEND register receive individual targets written in conjunction with parents and any other agencies e.g. SALT and Autism Team. The SENDCo closely monitors the delivery of intervention programmes across the whole school and liaises with class teachers and parents to ensure a high standard of provision. Provision is tailored to support the requirements of the pupils and the provision is closely monitored by the governing body and leadership team.

Children with English as an additional language are welcomed into our school and our SENDCos and EAL lead work closely with all teachers and other local schools to provide opportunities to achieve in their home and native language. Pupils in receipt of pupil premium are tracked and provided with additional support including specialist intervention to enable them to reach their full potential.

9. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement of ALL children, for this plan we monitor specifically by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

10. Publishing the plan

In line with our statutory duties under the Equality Act 2010, and the associated Public Sector Equality Duty, Woodlands Primary School will:

- Publish our Equality Policy and Equality Objectives on the school website;
- Update our equality objectives at least every four years, ensuring they are specific, measurable, and relevant to the needs of our school community;
- Publish annual information to demonstrate how we are meeting the aims of the Equality Duty, including progress against our objectives;
- Raise awareness of the Equality Policy and objectives through assemblies, staff meetings, newsletters, and other whole-school communications;
- Ensure paper copies are available on request for families, visitors or stakeholders who cannot access the website.

This commitment reflects our determination to eliminate discrimination, advance equality of opportunity, and foster good relations across our diverse and inclusive school community.

10. ACTION PLAN

The Equality Action Plan sets out how Woodlands will meet its duties under the Equality Act 2010 and the associated Public Sector Equality Duty. It identifies practical steps we will take to eliminate discrimination and harassment, advance equality of opportunity and foster good relations between people with different protected characteristics.

This plan includes actions to ensure robust responses to incidents involving discrimination or prejudice, including those related to race, disability, gender, sexual orientation, religion, and other protected characteristics. Incidents are recorded, monitored, and reviewed by the Senior Leadership Team and Governors as part of our commitment to transparency and inclusion.

For further examples of potential actions, see Appendix A. You may also wish to cross-reference this action plan with other key school documents, including the:

- School Improvement Plan
- Accessibility Plan
- Special Educational Needs Policy
- Safeguarding and Behaviour Policies

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 and staff meetings.	Question about parent awareness of Equality Scheme in annual survey and termly parent forum meeting?	Headteacher / DHT	Update & publish each autumn term	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
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	Headteacher / DHT/AHTs & Governing body	Termly	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Continue to monitor effectiveness of approaches to improving attendance levels for all groups and adopt successful ones.	Absence data will show improvements towards national levels for this cohort.	Headteacher, DHT and governors.	Assess termly.	Attendance will continue to improve.
All	Ensure that assemblies, teaching topics, displays in classrooms and corridors, letters home, newsletters and website promote diversity in terms of race, gender, sexuality and	Increase in pupil participation, confidence and positive identity – monitor through COJO,	All staff & Governing body	Ongoing	More diversity reflected in school displays across all year groups

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
	ethnicity.	SMSC and RE			
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 Pupil Parliament by election or co-option, class assemblies, fund raising, Anti-Bullying Advocates etc.	Pupil Parliament and pupil roles representation monitored by race, gender, disability	Member of staff leading on Pupil Parliament	Ongoing	More diversity in Pupil Parliament etc.
All	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents
All	Promote Governor vacancies with leaflets in accessible formats.	Monitoring of applications by disability to see if material was effective	Lead Governors on Special Educational Needs & Disabilities	ongoing	More applications from disabled candidates to be School Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	SMSC lesson evaluations	Member of staff leading on SMSC	Ongoing	Increased awareness of different communities shown in SMSC assessments

Appendix A – Examples of Actions to Include in the Equality Action Plan

These examples demonstrate how School meets its Public Sector Equality Duty by promoting equality of opportunity, fostering good relations, and eliminating discrimination.

1. Ensuring Equality of Opportunity and Participation

The School will ensure that:

- Pupil achievement is monitored by key protected characteristics, including race, gender and disability. Any trends or gaps are addressed through targeted support and inclusive provision.
- All staff are aware of the school's Equality Policy and Objectives and are supported to uphold its values through training, briefings, and appraisal.
- The talents of all pupils, including those with disabilities, are identified, celebrated and nurtured.
- All pupils are encouraged to participate fully in school life, including pupil leadership roles (e.g. Pupil Parliament), class assemblies, charity events, clubs and enrichment activities.
- Pupils with disabilities or additional needs can access all aspects of the curriculum, including PE, educational visits, assemblies and social opportunities.
- Extended school activities, including breakfast and after-school clubs, reflect the diversity of the school population and are accessible to all pupils regardless of race, gender, disability, or socio-economic background.
- Staff, pupils, parents and carers are regularly consulted in the ongoing development of the Equality Plan via surveys, meetings, school council, parents' evenings and other forms of feedback.

The school will provide:

- Additional support for pupils who are underachieving in their learning or personal development. For example:
- accessible resources for pupils with visual impairments
- improved classroom acoustics for pupils with hearing impairments
- Support for families of pupils who are underachieving, including enhanced communication and targeted parental engagement.
- Support for parents/carers or staff with disabilities to participate fully in school life. This includes providing sign language interpreters, wheelchair-accessible venues, or digital access to meetings.

2. Promoting Positive Attitudes and Meeting Needs

The School will:

- Use positive images and inclusive resources that reflect the school and wider community's diversity in terms of race, gender, disability, family structures and cultural heritage.
- Seek to recruit and support staff and governors from a range of backgrounds, including people with disabilities, and ensure reasonable adjustments are made.
- Promote opportunities for pupils and families to interact with those from different backgrounds, including partnerships with other schools and community organisations.
- Provide extended services and community engagement opportunities that promote interaction and mutual respect between all groups.
- Support pupils with SEND and disabilities during key transitions, especially from EYFS to KS1 and KS2 to KS3, in collaboration with receiving schools and agencies.
- Teach children to value diversity and difference, challenge stereotypes, and develop empathy.
- Promote shared values, mutual respect, and understanding of human rights through SMSC, RSE, and curriculum enrichment.

- Develop pupils' skills in participation and responsible action, for example through school leadership, community projects, and curriculum content such as Identity and Diversity: Living Together in the UK.

3. Eliminating Discrimination, Bullying and Harassment

The School will:

- Regularly review and strengthen anti-bullying policies, ensuring they reflect issues of prejudice and discrimination linked to protected characteristics.
- Support staff to challenge and respond to incidents of bullying, harassment or discriminatory behaviour based on race, gender, disability, religion, sexual orientation or other protected characteristics.
- Record and monitor all incidents of bullying or prejudice-based behaviour on CPOMS, and report patterns and responses to the governing body termly.
- Review policies on behaviour and anti-bullying to ensure they reflect the school's commitment to equality and inclusion.

4. Monitoring Impact

The School will collect, analyse and act upon data on pupil outcomes, attendance, exclusions and engagement, disaggregated by protected characteristic (e.g. race, gender, disability).

The Senior Leadership Team and Governing Body will monitor the impact of equality actions through termly reviews and annual reporting.