

St Lawrence CE Primary School



Single Equalities Policy and Plan 2023 – 2027

OUR VISION STATEMENT

Learning together, rooted in God, pupils at St Lawrence Church of England Primary School are easy to distinguish by the personal qualities they present. They are **happy, confident, articulate** children with a love of learning and sense of **service**, who recognise and celebrate their own **individuality** and that of other members of our community. They are **generous, kind** and welcoming; they are **forgiving** and understand **justice**. With God by their side, they face the world with **resilience, integrity** and **joy**.

Policy Adopted April 2015

Policy reviewed October 2024 (to be reviewed annually)

3 Year Plan Updated October 2024 (to be updated annually)

Introduction

Barton St.Lawrence CE Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years which are specific and measurable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

Appendix 2 shows the school's Equality Objectives for 2022- 2026 in an Equality Action Plan

Public authorities are also required to have "due regard" to the need to eliminate discrimination against someone because of their marriage or civil partnership status. The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions broadly into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief. The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before. Additionally, requirements that in the past have been seen as good practice are now legally enforceable. For example, the law now requires that as part of their

procurement processes, public bodies should prefer companies that it contracts with to have a positive record on equality matters.

There are also implications for the community cohesion agenda. The existing duty to promote good race relations has been replaced with a generic one to promote good relations. The Equality Act will require all public authorities to take the aspects of interaction, empowerment, personal security and attitudes to others into account. Community cohesion is in sympathy with most, if not all, of the requirements in the legislation and thus there should not be a radical departure in terms of delivery.

As part of Lancashire's continuing commitment to fostering community cohesion, we will work to narrow gaps in outcomes resulting from socio-economic disadvantage. This is in line with Lancashire County Council's priorities on closing the gaps.

The Single Equalities policy is intended to replace/cover the following:

- Race Equality Policy and Action Plan
- Disability Equality Scheme and Action Plan including Accessibility Plan (see appendix)
- Gender Equality Scheme and Action Plan
- Equal Opportunities Policy including:
 - Sexual orientation
 - Age
 - Religion or belief
- A strategy for promoting community relations

Development of the Policy

This policy was developed by the Headteacher and the Deputy Headteacher in consultation with pupils, staff, governors and parents, thereby involving those who are affected by inequality in the decisions the school takes to promote equality and eliminate discrimination

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

The school in context

| | | | |
|-------------------------------------|-------|--|---------------------|
| Pupils on Roll – EYFS to Y6 | 192 | Pupils eligible for Pupil Premium Funding | 10 FSM, 5 PLAC |
| Vacancies in school | 0 | No of classes exceeding their admission number | 6 |
| SEND - Pupils with EHCP | 1 | Safeguarding Concerns: | |
| SEND – Pupils with IEP | 11 | Child Protection (CP) Plans | 0 |
| SEND – Pupil Passport | 2 | Legal Planning Court Order | 0 |
| ELSA Support | 2 | Child in Need (CIN) Plans | 0 |
| Therapy (Lego or drawing) | 0 | Early Help Assessments | 3 @ level 2 support |
| Suspensions or permanent exclusions | 0 | High Level Behaviour Incidents | 0 |
| Attendance Summer Term | 94.8% | Attendance Letters sent to parents | 7 |
| Authorised Absence | 4.5% | Penalty Notices | 4 |
| Unauthorised Absence | 0.7% | | |

The school is a smaller than average voluntary aided primary school with a rapidly growing roll. We currently have 7 classes and 192 pupils (Sep 2024). The school's Vision Statement, which emphasises our Christian character, values and purpose, is firmly embedded and is at the very root of everything we do in school.

We work quickly to identify and address gaps in learning and closely monitor the impact that the pandemic and resulting recession has had on the mental health and well-being of individual pupils. Over the past two years, we have seen a significant rise in the number of pupils who need additional support for their MHW, particularly in KS2. We also notice that our younger pupils need support in making positive relationships and making meaningful friendships. A considerable amount of time and effort has gone into seeking remedies including team building activities, increased extra-curricular activities, enrichment activities and development of forest school. We have a dedicated school ELSA (Emotional Literacy Assistant) and are in the process of training a second. We have also seen a significant increase in the number of parents who are suffering from

stress-related illness and poor mental health. Feedback from parents is extremely positive and illustrates the faith that our parents have in the leadership and management of the school and the support that is put in place.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The school Policy on Behaviour for Learning - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- We collect, analyse and publish data:
 - on the school population by gender and ethnicity;
 - on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
 - by year group – in terms of ethnicity, gender and proficiency in English;
 - on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.
- We analyse the standards reached by different groups at the end of each key stage:
 - Ethnicity
 - Free School Meals (FSM)
 - English as an Additional Language (EAL)
 - All Special Education Needs (SEN)
 - Looked after Children (LAC)
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- This data can be found in the Equality Data Analysis on the school's website. We also provide paper copies in the school office.
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all pupils

- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
 - people of different ethnic, cultural and religious backgrounds
 - girls and boys
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
 - We are also implementing an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHRE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events eg Disability Awareness Week, Black History Month, Deaf Awareness week, Fair Trade Week

Other ways we address equality issues

- Our monitoring records include evaluations of aspects of Equalities
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see Equality Action Plan/School Development Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality Data Analysis which inform our discussions about the Equality Objectives.

Our Equality Objectives for 2024 - 2025 are:

- To raise pupils' awareness of disability through a termly Disability Day
- To enable children with SEN to take part in inclusion sports activities with other schools.
- To further review use of electronic information (website and newsletter) and information available through social media (Facebook and Twitter) available for parents and the wider community

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our school development plan.

Monitoring and reviewing objectives

We review and update our equality objectives every year and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website – see Appendix 2.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. She will have expert and informed knowledge of the Equality Act. This is currently Mrs Kate Rogerson, who is our SENCO.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult

- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

Visitors

All visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Key contacts

Member of staff responsible for equalities: Mrs Kate Rogerson (SENCO)

Lead governor: Mr Michael Clack (SEND Governor)

Equal Opportunities for staff

- This section deals with aspects of equal opportunities relating to staff. 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 and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available

- on the school website

- as paper copies in the school office
- in the staff handbook
- on display for visitors, including parents and carers
- in an annual Equality Bulletin to parents
- as part of induction for new staff
- as a summary in the school brochure

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Signed: Chair of Governors

Signed: Headteacher

Signed: Governor with responsibility
for SEND, Inclusion and Equality

Date:

APPENDIX ONE

Check list for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible possible to pupils, staff and visitors to the school – including the acoustic environment
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves Procedures for the election of parent governors are open to candidates and voters who are disabled.

ACTION PLAN 2023 – 2027

| Issue being addressed | Action to be taken | How will the impact of the action be monitored? | How often will monitoring take place? | Who will be responsible for implementing the action? | Start date | Completion date | Review of Progress |
|-----------------------------|--|--|---|---|-------------|-----------------|---|
| 2023-2024 | | | | | | | |
| Accessibility around school | Improvements to access to the field by way of a perimeter path | Improved accessibility Disability Questionnaire | Annually | Premises committee Manager Headteacher via Property Consultant | Autumn 23 | Summer 24 | Field area is now wheelchair friendly and accessible to all |
| Disability Equality | Children with SEN to take part in inclusion sports activities with other schools. Disability Sports Week | Discussion with children Feedback from organisers. | Annually | PE Coord SENCo | Autumn 2023 | Summer 2024 | <ul style="list-style-type: none"> Completed during summer term. |
| | <ul style="list-style-type: none"> Children to research disabled sporting activities/events. Use of disability TOPs cards in PE (Sports leaders from Pear Tree to assist?) | Work completed during the week Discussion with pupils and parents | Throughout the week and after the event | PSHE Coord PE Coord, SENCo | Summer 2023 | Summer 2024 | <ul style="list-style-type: none"> School council attended England Disabled Tennis Tournament and were able to take part in wheelchair tennis and talk to Paralympians Disability TOPs cards were used in PE to good effect |

| Issue being addressed | Action to be taken | How will the impact of the action be monitored? | How often will monitoring take place? | Who will be responsible for implementing the action? | Start date | Completion date | Review of Progress |
|-----------------------|--|--|---------------------------------------|--|-------------|-----------------|--|
| Promoting equality | Consult minority families re variety of PTFA events on offer and how this can be improved to support inclusion | Profile attendees at the start and end of the project Discussion with families involved and PTFA members | Termly | Headteacher and chair of PTFA | Sept 23 | Ongoing | Completed during Spring Term. Now have increased number of minority families attending PTFA events. Meetings continue to be poorly represented. |
| | Years 5 and 6 to take part in the Together as One Initiative with Preston North End FC and Windrush. Six weekly sessions | Pupil and parent feedback Staff feedback Feedback from organisers as to how well received the lessons were | Following event | Headteacher | Autumn 2023 | Autumn 2023 | Very successful event. Definitely one to repeat. Consider something for parents too. |
| | Visit by Chris Lubbe to explore what it was like to be a black child in South Africa during apartheid and Nelson Mandela's dream for a rainbow society (Year 5 and 6 plus staff CPD) | Pupil feedback and use of assessment activity | Following the event | Headteacher and PSHE lead | Summer 2024 | Summer 2024 | Following Full Board discussion about <i>Together as One</i> initiative. This session was extended to include a meeting with staff, parents, governors and community. The session was very well supported and opened discussions around racial equality. |

2024-2025

| Issue being addressed | Action to be taken | How will the impact of the action be monitored? | How often will monitoring take place? | Who will be responsible for implementing the action? | Start date | Completion date | Review of Progress |
|------------------------------------|--|--|---------------------------------------|---|------------|-----------------|--------------------|
| Accessibility around school | Annual audit of premises through health and safety committee to identify ways to improve access to school , particularly the school grounds, considering ease of access for physical disability incl wheelchair users, visual impairment etc | Improved accessibility Disability Questionnaire | Annually | Premises committee Manager Headteacher via Property Consultant | Autumn 24 | Summer 25 | |
| Improved information accessibility | Questionnaire to be sent to parents regarding information sent through school – newsletter, text message, class news, website and whether there is a need for FaceBook or Twitter. | Through analysis of information gathered and discussion with parents following implementation of any new initiative. | Annually | School Admin Officer | Autumn 24 | Spring 25 | |
| Promoting Equality | | | | | | | |

| Issue being addressed | Action to be taken | How will the impact of the action be monitored? | How often will monitoring take place? | Who will be responsible for implementing the action? | Start date | Completion date | Review of Progress |
|-----------------------|---|--|---------------------------------------|--|-------------|-----------------|--------------------|
| Disability Equality | Disability Awareness Day(s) (DAD) (one per term) to include for example, speakers from Guide Dogs for the Blind, British Heart Foundation and Life Experiences of the Disabled Child Living with a disability | Discussion with children Feedback from organisers. | Annually | PE Coord SENCo | Spring 25 | Summer 2025 | |
| | James Ascroft to lead an assembly on wheelchair tennis Pupils to play wheelchair tennis (James Ascroft) at South Ribble Tennis Centre. | Work completed during the events Money raised Discussion with pupils and parents | Ongoing throughout the year | PSHE Coord PE Coord, SENCo | Spring 25 | Summer 2025 | |
| | Establish a school charity to raise money for and complete a sponsored event. This to be decided by the pupil charity rep. | | | | Autumn 2024 | Summer 2025 | |

| Issue being addressed | Action to be taken | How will the impact of the action be monitored? | How often will monitoring take place? | Who will be responsible for implementing the action? | Start date | Completion date | Review of Progress |
|------------------------------------|--|---|--|--|-------------|-----------------|--------------------|
| Promoting Equality | Consider ways to involve Muslim children in school in more sporting/out of school activities e.g. lunchtimes to avoid Mosque | Discussion with parents as to how we can manage this followed by discussion after events. | Termly | Headteacher, PE Lead and PTFA chair | Autumn 24 | Summer 25 | |
| | Consider ways to increase the number of minority families in PTFA events e.g. more weekend events or later evening after Mosque. | Discussion with children Feedback from organisers. | Annually through variety of awareness-raising initiatives. | SENCo PSHE coordinator PE coordinator | Autumn 23 | Summer 24 | |
| | Children with SEN to take part in inclusion sports activities with other schools. | Evidence collected of events though the week | | | | | |
| | Gender Equality – Topic TBC | TBC | TBC | TBC | TBC | TBC | |
| Cultural Equality | Whole-school visit to non-Christian place of worship (Buddhist Temple) | Pupil Questionnaire | Following the event | RE Leader | Spring 24 | Spring 25 | |
| 2025-2026 | | | | | | | |
| Improved information accessibility | Questionnaire distributed to all stake holders – Topic TBC | Analysis of questionnaires and consultations | Annually | Headteacher | Jan 26 | March 26 | |
| Accessibility around school | Annual audit of premises through health and safety committee to identify ways to improve access to school | The building is fully accessible to all | Annually | Premises committee | February 26 | April 26 | |

| Issue being addressed | Action to be taken | How will the impact of the action be monitored? | How often will monitoring take place? | Who will be responsible for implementing the action? | Start date | Completion date | Review of Progress |
|-----------------------|---|---|---|--|-----------------------------------|---|--------------------|
| Disability equality | <p>Children with SEN to take part in inclusion sports activities with other schools.</p> <p>Whole school awareness through Disability Awareness Week through:</p> <ul style="list-style-type: none"> • signing workshops (Speech and Language Team) • Braille activities in class • Person with a disability to talk to children in assembly | <p>Evidence collected of events though the week</p> <p>Discussion with pupils, staff and parents</p> <p>Barton News</p> | Annually through variety of awareness-raising initiatives | <p>SENCo PSHE coordinator PE coordinator</p> <p>SENCo, PSHE leader, HT</p> | <p>Spring 26</p> <p>Spring 26</p> | <p>Spring 26</p> <p>Summer Term post SATs</p> | |
| Cultural Equality | Whole-school visit to non-Christian place of worship (Hindu Temple) | Pupil questionnaire | Following the event. | RE Lead | Spring 26 | Spring 26 | |
| Race Equality | Years 5 and 6 to take part in the Together as One Initiative with Preston North End FC and Windrush. Six weekly sessions | <p>Pupil and parent feedback</p> <p>Staff feedback</p> <p>Feedback from organisers as to how well received the lessons were</p> | Throughout the event | Headteacher and class teachers | Autumn 25 | Autumn 26 | |
| | Visit by Chris Lubbe to explore what it was like to be a black child in South Africa during apartheid and Nelson Mandela's dream for a rainbow society (Year 5 and 6 plus staff, parents, governors and community after school). Consider sharing this with another school to reduce costs. | Pupil feedback and use of assessment activity | Following the event | Headteacher and PSHE lead | Summer 26 | Summer 26 | |

| Issue being addressed | Action to be taken | How will the impact of the action be monitored? | How often will monitoring take place? | Who will be responsible for implementing the action? | Start date | Completion date | Review of Progress |
|------------------------------------|---|---|--|--|-------------|-----------------------------|--------------------|
| Promoting Equality | Inclusion – multi-cultural board in entrance hall. Map of where our families come from | Impact of new initiative | To be updated at least annually and certainly when a new NWBF family joins the school. | SENCo and PSHE Co-ord | Spring 26 | Summer 26 | |
| 2026-2027 | | | | | | | |
| Improved information accessibility | Questionnaire distributed to all stake holders | Analysis of questionnaires and consultations | Annually | Headteacher | February 27 | Disability Equality | |
| Accessibility around school | Annual audit of premises through health and safety committee to identify ways to improve access to school | The building is fully accessible to all | Annually | Premises committee | February 27 | Accessibility around school | |

| Issue being addressed | Action to be taken | How will the impact of the action be monitored? | How often will monitoring take place? | Who will be responsible for implementing the action? | Start date | Completion date | Review of Progress |
|-----------------------|--|---|---|--|-------------|-----------------|--------------------|
| Disability Equality | Children with SEN to take part in inclusion sports activities with other schools. | Discussion with children Feedback from organisers. | Annually | PE Coord SENCo | Autumn 2027 | Summer 2027 | |
| | Disability Sports Week <ul style="list-style-type: none"> • PE leader from Pear Tree to lead an assembly • James Ascroft to lead an assembly on wheelchair tennis • Pupils to play wheelchair tennis (James Ascroft) at South Ribble Tennis Centre. • Children to research disabled sporting activities/events. • Use of disability TOPs cards in PE (Sports leaders from Pear Tree to assist?) • Borrow equipment from Pear Tree School | Work completed during the week Discussion with pupils and parents Discussion with Pear Tree staff and parents | Throughout the week and after the event | PSHE Coord PE Coord, SENCo | Summer 2027 | Summer 2027 | |
| Cultural Equality | Whole-school visit to non-Christian place of worship (Synagogue) | Pupil Questionnaire | Following the event | RE Leader | Spring 27 | Spring 27 | Cultural Equality |