

Park Junior School



EQUALITIES INFORMATION, OBJECTIVES AND YEARLY ACTION PLAN 2025

EQUALITIES INFORMATION, OBJECTIVES AND ACTION PLAN

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our School, Academy, Setting has considered how well we currently achieve these aims with regard to the eight protected equality groups : race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief and sexual orientation

In compiling this equality information we have :

- Identified evidence already in the setting/centre of equality within policies and practice and identified gaps. Examined how our setting/centre engages with the protected groups, identifying where practice could be improve

STAGE 1 : EQUALITY INFORMATION

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Racial incidents are recorded and sanctioned within the guidance of the Behaviour Policy. NCC policy followed and monthly reports sent to Insight. Support for victim and aggressor.</p> <p>Assemblies provide opportunities to promote racial equality: celebration of all faiths as we have many different ethnicities in the school and a great number of different languages.</p> <p>Assembly themes are driven by needs of the school and the needs of a diverse cohort.</p> <p>Partnership work with a range of schools from NPAT</p> <p>As part of our creative curriculum, pupils are taught and take part in projects which celebrate cultural difference.</p> <p>Incidents of race are reported to the governing body through the HT</p>	<p>All pupils have equal curriculum access, regardless of race</p> <p>Clubs are attended by and offered to all pupils.</p> <p>The Behaviour Policy reflects our commitment to equality irrespective of race.</p> <p>Governing Body monitors action arisen from through the Head Teacher's Report.</p> <p>Essential Information shared with parents in language required by parent e.g. Polish, Guadrati.</p> <p>The website contains google translate</p> <p>We support EAL parents/carers with transition understanding</p> <p>Translators are used whenever necessary</p>	<p>Whole School Assembly celebrates diversity</p> <p>School Newsletter shares updates on the partnership.</p> <p>Use of CBBC news, picture news and curriculum response to International Issues</p> <p>School Library resourced with dual language resources and those which promote cultural differences.</p> <p>R.E educational visits which develop positive relations e.g. Hindu temple.</p> <p>R.E visitors to school to develop the topic R.E in the community e.g. Interfaith group visit</p> <p>Celebration of all races through planned /unplanned curriculum</p> <p>Mixed grouping within the classroom</p>

	<p>report.</p> <p>Clear and concise lunchtime procedures followed by all.</p> <p>School Council will address any issues arising</p> <p>Whole school clear approach on anti-bullying and what children should do. Every child given a school council designed leaflet.</p> <p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p>	<p>Diversity is shared and celebrated across the school</p> <p>Teachers are aware of the race diversity in their classes</p>	
Disability	<p>We are a fully accessible school with a ramp at front entrance and a year 6 stair lift. Accessible toilet is by the Ready Room.</p> <p>Inclusion Policy reflects school practice in ensuring all learners make progress.</p> <p>Family worker and SEND staff meet on a regular basis with families on needs of SEND children with disabilities.</p> <p>Pupils/staff with a disability – individual plans put together to ensure accessibility and safety at all times. When needed a 1-1 is allocated.</p> <p>Family worker/SEN Managers liaise with agencies that provide support listed on Statements.</p>	<p>All pupils have equal curriculum access, regardless of disability.</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Governing Body monitors action arisen from through the Head Teacher's Report.</p> <p>Learning of those with disabilities monitored through SEN Code of Practice.</p> <p>Support provided to parents who have a disability to enable them to engage fully in the school life of their child.</p> <p>Risk Assessments are created and implemented and a plan put in place for those pupils who have high levels of need.</p>	<p>School Library resourced with those which promote individualities.</p> <p>PHSE curriculum strengthening the understanding that we are all different and that this is to be celebrated.</p> <p>Family worker liaises with parents/carers who may have disabilities</p> <p>Children with disabilities are integrated fully into the school community and children see them as no different from themselves or other peers.</p>

	<p>Good links with local special schools</p> <p>SMEH unit provides personalized support for BSED. Recognised as outstanding during Ofsted Feb 13.</p> <p>The values of Park are celebrated on a weekly basis.</p> <p>The needs of any children with disabilities are met fully in the classroom to ensure their learning is accessed equally to all other children. Eg hearing impaired.</p> <p>Extra adult support and equipment is provided for children who through their disability need that extra support.</p> <p>Incidents that are as a result of a disability are reported through Insight and to the Governing Body.</p>	<p>Risk assessments are undertaken formally when a member of staff expresses concern.</p> <p>Adaptations to staff working arrangements as necessary.</p> <p>Close liaison with parents and carers of children with disabilities</p>	
Gender	<p>Our rigorous work with data identifies gender differences and interventions are set to reduce gap within school and against national patterns.</p> <p>Our Sex and Relationships Policy guides our practice in our approach to teaching of gender specific health issues/ matters.</p> <p>The school nurse is available to advise on any referrals she receives with regard to gender related health issues. Referrals can be made by both staff and parents.</p>	<p>All pupils have equal curriculum/ wider curriculum access, regardless of gender.</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Commitment to both genders in terms of staff cloakroom facilities.</p> <p>The behaviour policy reflects our commitment to equality irrespective of gender.</p> <p>School uniform is unisex.</p>	<p>Children have equal opportunities to be involved in whole school assemblies.</p> <p>PHSE curriculum including SRE</p> <p>Parents/staff sessions on SRE.</p> <p>Parents are informed as to the SRE topics their children will be visiting during their year.</p> <p>Rich & Diverse curriculum opportunities/experiences.</p>

	<p>All pupils have equal curriculum access, regardless of gender.</p> <p>All pupils have access to all sports and competitions regardless of gender.</p> <p>Extra-curricular clubs are attended by and offered to all pupils.</p> <p>The behaviour policy reflects our commitment to equality irrespective of gender.</p> <p>We hold silver award for anti -bullying award demonstrating that all pupils feel safe, and know what to do if they feel unsafe or bullied.</p> <p>We hold Healthy School enhancement award</p> <p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p> <p>Encouragement of mixed grouping/seating within class based activities. No lining up or calling of boys and girls separately.</p>	<p>Equal opportunities are displayed with regard to all facilities.</p> <p>We recognize that with children throughout the school, both genders go through changes as they enter into puberty and we support through both staffing and facilities.</p> <p>When appointing staff, a fair and transparent practice is adhered to which ensures equality for all in the appointment process</p> <p>Where pupils have been or observed physically and emotional abuse, we provide support through SEN team, family worker and use of outside agencies.</p> <p>All inclusive sports teams. Girls encouraged in sport alongside the boys</p> <p>Gender does not determine appointment of staff</p> <p>School council consists of boys and girls.</p>	<p>Visits and visitors/role models representing both genders undertaken.</p> <p>School promotes not dividing groups of children based on gender.</p>
<p>Gender Reassignment</p>	<p>Emotional health and wellbeing of pupils/staff is of paramount. Achieved Healthy School Enhancement for emotional well - being.</p> <p>To support pupils, we offer a range of</p>	<p>All pupils have equal curriculum access, regardless of gender reassignment.</p> <p>Clubs are attended by and offered to all pupils.</p>	<p>PHSE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences.</p> <p>Real life situations brought into school through newspapers and cbbc</p>

	<p>emotional wellbeing interventions that are decided upon as a result of undertaking the following assessment.</p> <p>Equal opportunities in school parents/carer communication including parents' evenings.</p> <p>Self Esteem Indicator</p> <p>Pupils can self-refer to Family Support Worker</p> <p>Equal opportunities for all</p> <p>The school nurse is available to the school to advise on any referrals she receives with regard to gender related health issues. Referrals can be made by both staff and parents.</p> <p>When appointing staff, a fair and transparent practice is adhered to.</p>	<p>Our behaviour policy reflects our commitment to equality irrespective of gender.</p> <p>When appointing staff, a fair and transparent practice is adhered to.</p> <p>All parents and carers respected and included regardless of gender reassignment</p>	<p>newsround. Sensitive discussions undertaken.</p>
<p>Pregnancy and Maternity</p>	<p>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</p> <p>Emotional health and wellbeing of staff is of paramount importance.</p> <p>Paternity needs are supported within the school.</p> <p>Staff have access to NPAT policies.</p> <p>Staff referred to Medigold if needed to ensure health and wellbeing enables them to fulfill their role.</p>	<p>Risk assessments are undertaken formally when a member of staff announces her pregnancy.</p> <p>Adaptations to staff working arrangements as necessary.</p> <p>All pregnancies amongst staff are celebrated and children involved in sharing the ongoing excitement and stages of development</p>	<p>PHSE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences.</p> <p>Adaptations to staff working arrangements as necessary.</p> <p>Breast feeding promoted in the school as appropriate</p> <p>Return to work arrangements are approached sensitively and with the interests of the new mother taken into account.</p>

	<p>All needs of staff who are pregnant are allowed for: financial and working hour arrangements, return to work arrangements and physical expectations in the workplace.</p> <p>Pregnant staff are able to attend all maternity appointments without dispute.</p>		
Age	<p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p> <p>Emotional health and wellbeing of staff is of paramount importance.</p> <p>Staff have access to NPAT support..</p> <p>Staff referred to Medigold to ensure health and well-being enables them to fulfill their role.</p> <p>School supports staff at times when health is an issue.</p> <p>Staff able to attend medical appointments where necessary in school time.</p> <p>School promotes the focus on menopause and its affects on the older female staff.</p>	<p>Risk assessments are undertaken formally when a member of staff expresses concern.</p> <p>Choir visiting Care Home and singing to residents.</p> <p>Children enjoy relationships with the older generation visitors eg CAT assemblies and community teas.</p> <p>Other visitors from the older generation are welcomed</p> <p>Adaptations to staff working arrangements as necessary.</p> <p>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</p>	<p>PHSE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences</p> <p>We encourage communication and participation in school events of all generations of a family.</p> <p>Invites into school are for the whole family and those generations.</p> <p>The older generation are welcomed into school as visitors or family to enable children to value this generation.</p>

<p>Religion and Belief</p>	<p>All pupils are offered the Northamptonshire agreed syllabus for RE.</p> <p>Racial incidents are recorded and sanctioned within the guidance of the Behaviour Policy. NCC policy followed and monthly reports sent through Insight Support for victim and aggressor.</p> <p>All pupils have the opportunity to take part in assemblies, although parental wishes are respected.</p> <p>All parents are encouraged through sensitive meetings to allow their children to attend all RE lessons however they are offered the right to withdraw their pupils from RE and collective worship.</p> <p>Staff beliefs are respected and catered for.</p> <p>All religious calendar events are celebrated as a school.</p> <p>Children are encouraged to be proud of their religious beliefs.</p> <p>Assemblies provide further opportunities to promote religious belief and breakdown stereotypes.</p> <p>Clear and concise lunchtime procedures followed by all and fasting is respected and supported.</p> <p>Religious celebration events eg.</p>	<p>All pupils have equal curriculum access, regardless of race</p> <p>Clubs are attended by and offered to all pupils.</p> <p>The Behaviour Policy reflects our commitment to equality irrespective of religious belief.</p> <p>Religious Celebration Days are recorded as an authorised absence for both staff and pupils.</p> <p>Pupils/staff wear items of clothing alongside their school uniform that reflects their religious belief.</p>	<p>Assemblies</p> <p>Children take part in assemblies celebrating their own religious festivals</p> <p>PHSE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences.</p> <p>Interfaith visitors to school to develop an understanding of the various beliefs to enable them to have a foundation for their respect.</p> <p>International visits and world events discussed using CCBC newsround and Picture News</p> <p>News items involving religions and beliefs discussed in a constructive and positive way using CBBC Newsround and Picture News.</p> <p>Children and staff are encouraged to share their expertise and experience with others in assemblies and lessons.</p>
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	When appointing staff equal opportunities are adhered to. This ensures equality for all in the appointment process.		
Sexual Orientation	<p>Emotional health and wellbeing of pupils /staff is of paramount.</p> <p>To support pupils, we offer a range of Emotional Wellbeing Interventions with the family worker/SEN managers</p> <p>The school nurse is available to the school to advise on any referrals she receives with regard to gender related health issues. Referrals can be made by both staff and parents.</p> <p>Staff in a same gender relationship experience equality and are valued for their contributions towards understanding the world and communities we live in.</p>	<p>All pupils have equal curriculum access, regardless of gender/sexual orientation</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Our behavior policy reflects our commitment to equality irrespective of gender/sexual orientation.</p> <p>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process</p>	<p>Assemblies</p> <p>Circle time/PHSE curriculum</p> <p>Diverse curriculum</p> <p>Carers in a same gender relationship welcomed into the school community.</p>

STAGE 2 EQUALITY ENGAGEMENT

Protected characteristics	Aims of general duty		
	<p>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</p>	<p>How have we engaged with the protected groups in order to advance equality of opportunity?</p>	<p>How do we engage with protected groups in order to foster good relations?</p>
<p>Race</p>	<p>Assemblies provide opportunities to promote racial equality: celebration of all faiths as we have many different ethnicities in the school and a great number of different languages.</p> <p>Assembly themes are driven by needs of the school and the needs of a diverse cohort.</p> <p>Partnership work with other schools in NPAT</p> <p>As part of our creative curriculum, pupils are taught and take part in projects which celebrate cultural difference.</p> <p>School Council will address any issues</p> <p>Encouragement of positive role models of other children from the same race.</p> <p>Celebration of individuality in the</p>	<p>All pupils have equal curriculum access, regardless of race</p> <p>Anti-bullying policy key in the school</p> <p>Pupil Surveys</p> <p>Translation of essential school based resources.</p> <p>Essential Information shared with parents in language required by parent e.g. Polish, Guadrati.</p> <p>Active School Council</p> <p>Website translator</p> <p>Equal opportunities across the school including registering in clubs</p>	<p>Whole School Assembly</p> <p>School Newsletter shares updates. Staff presence after school ensures good channels of communication</p> <p>Curriculum response to International Issues</p> <p>School Library resourced with dual language resources and those which promote cultural differences.</p> <p>R.E visitors to school to develop the topic R.E in the community e.g. Interfaith visitors</p> <p>Buddy system throughout the school</p> <p>Celebration of all races through planned /unplanned curriculum</p> <p>Mixed grouping within the classroom</p> <p>Welcoming atmosphere for all in school events</p>

	school.		All inclusive organization in all classrooms
Disability	<p>Inclusion Policy reflects school practice in ensuring all learners make progress.</p> <p>Family worker meets on a regular basis to meet with families.</p> <p>Pupils/staff with a disability – individual plans put together to ensure accessibility and safety at all times.</p> <p>Family worker/SEN Managers liaise with agencies that provide support listed on EHCPlans.</p> <p>School Based Partnership with local special schools</p> <p>Ready Room provides personalized support for BSED.</p> <p>All children and staff welcomed regardless of disability.</p>	<p>All pupils have equal curriculum access, regardless of disability.</p> <p>Support provided to parents who have a disability to enable them to engage fully in the school life of their child. e.g. interpreters.</p> <p>Risk Assessments are created and implemented for those pupils who have high levels of need.</p> <p>Risk assessments are undertaken formally when a member of staff expresses concern.</p> <p>Adaptations to staff working arrangements as necessary.</p> <p>Active School Council.</p> <p>Support provided to help and support children with a wide range of disabilities</p>	<p>School Library resourced with those which promote individualities.</p> <p>PHSE curriculum strengthening the understanding that we are all different and that this is to be celebrated.</p> <p>School Based Partnership with local special schools</p> <p>Community teas welcome all</p> <p>Welcoming atmosphere for all in school events</p> <p>All inclusive organization in all classrooms</p>
Sex/Gender	<p>Our Sex and Relationships Policy guides our practice in our approach to teaching of gender specific health issues/ matters.</p> <p>The school nurse is available to advise on any referrals she receives with regard to gender related health issues. Referrals can be made by both staff and parents.</p> <p>All pupils have equal curriculum</p>	<p>We recognize that children throughout the school of both genders go through changes as they enter into puberty and we support through both staffing and facilities.</p> <p>When appointing staff, a fair and transparent practice is adhered to which ensures equality for all in the appointment process</p>	<p>Children have equal opportunities to be involved in whole school assemblies.</p> <p>PHSE curriculum including SRE</p> <p>Parents/staff sessions on SRE.</p> <p>Rich & Diverse curriculum opportunities/experiences.</p> <p>Visits and visitors/role models</p>

	<p>access, regardless of gender.</p> <p>Clubs are attended by and offered to all pupils.</p> <p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p> <p>Encouragement of mixed grouping/seating within class based activities.</p>	<p>Where pupils have been or observed physically and emotional abuse, we provide support through SEN team, family worker and use of outside agencies.</p> <p>Surveys and questionnaires of whole school community.</p> <p>Active School Council</p>	<p>representing both genders.</p>
Gender Reassignment	<p>To support pupils, we offer a range of emotional wellbeing interventions that are decided upon as a result of undertaking the following assessment.</p> <p>Equal opportunities in school parents/carer communication including parents evenings</p> <p>Pupils can self refer to Family Worker</p> <p>When appointing staff, a fair and transparent practice is adhered to.</p>	<p>All pupils have equal curriculum access, regardless of gender reassignment.</p> <p>Clubs are attended by and offered to all pupils.</p> <p>When appointing staff, a fair and transparent practice is adhered to.</p> <p>Active School Council</p>	<p>PHSE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences.</p> <p>Visitors representing clear role models</p> <p>Community teas welcome all</p> <p>Welcoming atmosphere for all in school events</p> <p>All inclusive organization in all classrooms</p>
Pregnancy and Maternity	<p>Full access to the SRE curriculum for all.</p> <p>Staff have access to NPAT policies.</p> <p>Staff referred to Medigold to ensure health and wellbeing enables them to fulfill their role.</p> <p>Workforce procedures are followed with staff that are pregnant or on</p>	<p>Risk assessments are undertaken formally when a member of staff announces her pregnancy.</p> <p>Full access to SRE curriculum</p> <p>Active School Council</p> <p>Full support to member of staff financially, through return to work arrangements and physical</p>	<p>PHSE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences.</p> <p>Regular feedback/mentoring</p>

	<p>maternity leave.</p> <p>Return to work is approached sensitively and collaboratively.</p>	<p>expectations when pregnant.</p>	
Age	<p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p> <p>Emotional health and wellbeing of staff is of paramount importance.</p> <p>Celebrate age and it is not an issue.</p>	<p>Choir visiting Care Home and singing to residents.</p> <p>Visitors of the older generation are welcomed into school.</p> <p>Pupils are taught about the life cycle through science and PSHE.</p> <p>Pupils are taught about the importance of respect to all and this is reinforced through our school rules and sanctions of the Behaviour Policy.</p>	<p>PHSE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences</p> <p>Community teas welcome all</p> <p>Welcoming atmosphere for all in school events</p> <p>All inclusive organization in all classrooms</p> <p>Visitors from the older generation are welcomed into school eg CAT assembly</p>
Religion and Belief	<p>All pupils are offered the Northamptonshire agreed syllabus for RE.</p> <p>All pupils have the opportunity to take part in assemblies, although parental wishes are respected.</p> <p>All parents are offered the right to withdraw their pupils from RE and collective worship.</p> <p>Staff beliefs are respected and catered for.</p> <p>All religious calendar events are celebrated as a school.</p> <p>Children are encouraged to be proud of their religious beliefs.</p>	<p>All pupils have equal curriculum access, regardless of race</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Religious Celebration Days are recorded as an authorized absence.</p> <p>Pupils/staff wear items of clothing alongside their school uniform that reflects their religious belief.</p>	<p>Assemblies</p> <p>PHSE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences.</p> <p>R.E visitors to school to develop the topic R.E in the community.</p> <p>Community teas welcome all</p> <p>Welcoming atmosphere for all in school events</p> <p>All inclusive organization in all classrooms</p>

	<p>Assemblies provide further opportunities to promote religious belief and breakdown stereotypes.</p> <p>Issues Boxes in classrooms enable children to privately discuss areas of concern and School Council will address.</p>		
Sexual Orientation	<p>To support pupils, we offer a range of Emotional Wellbeing Interventions with the family worker/SEN managers</p> <p>The school nurse is available to the school to advise on any referrals she receives with regard to gender related health issues. Referrals can be made by both staff and parents.</p>	<p>All pupils have equal curriculum access, regardless of gender/sexual orientation</p> <p>Clubs are attended by and offered to all pupils.</p> <p>.Active School Council</p>	<p>Assemblies</p> <p>Circle time/PHSE curriculum</p> <p>Diverse curriculum</p> <p>Welcoming atmosphere for all in school events</p> <p>All inclusive organization in all classrooms</p>

STAGE 3 - EQUALITY Summary statement of effectiveness

Our school is at the centre of our diverse local community. We are outstanding in our celebration and understanding of the rich variety of backgrounds of our children and fully support and care for the children who may have challenges in their lives. Many of our children are from the protected groups. Children and staff at Park Junior learn the greatest respect for everyone and enjoy working alongside each other whether from a protected characteristic group or not. We, as a school, take any discrimination,

harassment or victimisation very seriously and it is dealt with immediately at an outstanding level, resulting in very few issues throughout the year.

We have completed many new initiatives to encourage all children to respect and care for each other including PHSE, assembly themes and the encouragement of mixed groups working throughout the school. Respecting all as equals runs through all undertaken at Park Junior School whether in or outside the classroom or the inclusion of parents, carers and their families. Our school vision statement reflects this approach 'Together we make a difference'.

The pastoral care available for children and parents with worries is outstanding and our policies have been updated and improved. We are consistently creating links with the local community and the practice of inviting the community into school is emerging and improving.

The whole ethos at Park Junior School is centered around the wellbeing of every child and member of our diverse school community. It is very important to us that every person feels valued and respected. We are constantly looking for new ideas and initiatives to further our support of the eight protected characteristic groups, especially in terms of educating the children about other protected groups through visitors and visits. The Ofsted report, parent feedback and the wonderful atmosphere a visitor experiences when visiting Park Junior shows that our ethos is already outstanding at the school and as we implement new initiatives, we are securing this effectiveness.

EQUALITIES OBJECTIVES 2024 ACTION PLAN

Objective	Protected group	How will we know we have achieved the objective?	Lead and other key players	Actions	Evaluations
To ensure that staff and visitors of all ages are welcome to the school. A conscious effort is made to ensure children can interact with people of the older generation as well as the age range of the staff.	Age	There will be evidence of staff appointments made without any influence of age. Staff will be judged on their merits rather than age. Visitors of any age are encouraged eg CAT assembly team, magistrates, interfaith team, readers and volunteers will be in evidence.	JM/DT/class teachers	Staff appointments will be made without any influence of age. Staff will be judged on their merits rather than age. Visitors of any age especially of the older generation eg CAT assembly team, magistrates, interfaith team, readers and volunteers will be welcomed. School events will encourage the attendance of all generations of the families, not just the parents eg assemblies, performances	All appointments have been made without influence of age. Visitors of the older generation were welcomed into the school during the year eg interfaith team, CAT assembly providers and volunteers. Family members of all ages attend the head teacher's award assemblies and performances. Picture News includes various current topics that include different generations
To ensure that any children with disabilities have full inclusivity in the school community.	Disability	Specifically identified 3 children with diabetes 1 (2 who are newly diagnosed) who we expect to access every area of the curriculum including physical exercise.	JM/DT/KM/KW/class teachers	A plan is put in place for each child and there will be close liaison with the NHS. Time will be given for staff training and for catch ups. There will be close liaison with the parents of both children also. Staff are aware of when to take	All children have full inclusivity to the school and curriculum. Currently a year 3 child needs an individual plan for how we keep in safe whilst he accesses all he should. A boy in year 5 with mobility problems is catered for. Both the year 4 and year 6

				<p>readings and what to do if the readings are going too high or low. Procedures are put in place to ensure levels are ready for PE and sports clubs. Residentials and out of school events are accessible with extra risk assessments put in place.</p>	<p>residentials this last year have had various plans put in place so the children with disabilities can come. Extra risk assessments, bespoke allocation of adults and meetings with parents have enabled this to happen</p>
<p>To understand and support children (and their families) who are unsure of their sexual orientation or wish to go through gender reassignment in terms of being treated as a female or male. To show full respect to members of our school community who have gone through gender reassignment.</p>	<p>Sexual orientation/gender reassignment</p>	<p>Evidence that children who request a change in their name and sexual orientation and are supported by their parents, are listened to and their wishes are taken on board and adapted to by the school. Visitors to the school are welcomed whatever their sexual orientation or gender reassignment.</p>	<p>DT/JM/NK/class teacher</p>	<p>Any children who are struggling with their identity are listened to and anything that needs to be put in place is done so sensitively. Family support worker and the SLT will work with the parents to ensure they are confident their child will still thrive at the school.</p> <p>Any visitors who have gone through gender reassignment will be welcomed and will experience complete inclusivity.</p>	<p>We have this year had a work experience pupil who has changed their sexual orientation. Staff showed utmost respect for their wishes as to how they wanted to be referred to and treated. This was a very good model for the children and how we treat others who wish to change their sexual orientation.</p>

EQUALITIES OBJECTIVES 2025 ACTION PLAN

Objective	Protected group	How will we know we have achieved the objective?	Lead and other key players	Actions	Evaluations
To ensure zero tolerance to racial incidents. Ensure there are no incidences of racial bullying and continue with our ethos of full respect to everyone.	Race	Evidence of any incidents being dealt with severely. Minimal recorded racial bullying incidents that have been closed and dealt with.	JM/DT/class teachers	Assemblies continue to celebrate different cultures and the rich variety of backgrounds our children come from. Respect continues to be a strong school value.	
To give opportunities for children to understand other religions and their ethos to enable them to embrace all in the school community and beyond.	Religion	Evidence of children from different faiths coming together in their friendship groups in the school community. Evidence that children want to learn about other religions and are respectful of the beliefs and practices of others in their everyday life.	DT/JM Class teachers	Assemblies celebrate big festivities from all religions based in the school. Children expected to understand and be aware of important calendar dates for the school community religions. Visit of the interfaith group annually for year 5 representing all religions including those not present in school. This visit helps children understand the underlying principles of each religion and they get a strong message from all members of each faith in the group working together to work with the children. To embrace the different religions of staff in the school.	

<p>To ensure that staff on maternity leave are treated with full respect and are able to return according to workforce procedures</p>	<p>Pregnancy and Maternity</p>	<p>Staff member is not contacted during their maternity leave unnecessarily and there is no pressure on return dates etc. Member of staff is able to fulfil their 'KIT' days as agreed with the head teacher. Member of staff is able to return to work and any request for change in hours is agreed with head teacher.</p>	<p>DT/CH</p>	<p>Communication with the head teacher as to how the KIT days will be allocated. No contact with staff member unnecessarily. No expectations to read emails or enter into school events. Return to work arrangements are discussed and agreed with head teacher. Any financial queries or arrangements are put into place with CH. All policies and procedures are adhered to.</p>	
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