

Equality Action Plan (Equality Objectives 2025 2028)



Bretherton Endowed CE Primary School

Target	Action	How the impact of the action taken will be monitored	Responsible person(s)
Establish effective systems to communicate the school's equality duties	Disseminate the School Equality Plan through the school website, newsletter, staff meetings.	Discussion with pupils during School Council. Discussion with parents through Parent Forum Meetings	Senior Leadership Team
To ensure that all pupils make progress including vulnerable groups and individuals	Monitor and analyse pupils' achievement by race, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support.	SLT SENCO
To provide a planned and sequenced curriculum looking at equality and diversity in our world and local community.	To monitor the impact of the planned diversion content in cycle A and B curriculum. To ensure that internal and external groups are represented.	Through monitoring, it will be evident that children at Bretherton can articulate the importance of equality and need for a diverse world and are able to live out those values	SLT class teachers
That there are sufficient opportunities within the school's curriculum to address equalities issues. To help our children to understand others and value diversity	Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, sexual orientation, religion, gender and disability. Ensure the teaching resources (particularly books used in school) reflect diversity in terms of race, sexual orientation,	Analyse stakeholder views and attitudes to judge the success of provision in terms of equality. Analyse prejudice-based bullying/incidents to monitor impact of the school's education/messages on equality and respect for diversity.	All staff PHSCE lead

	<p>religion, gender and disability that we purchased are being used and celebrated within curriculum</p> <p>Continue to celebrate respect for and understanding of diversity in all its forms through whole school events, trips/visitors and assemblies.</p> <p>Ensure the impact of diversity within the PSHCE curriculum</p> <p>Ensure that the values underpinning the school's ethos are actively promoted by all staff, governors, volunteers and visitors.</p> <p>Continue to challenge parents where there is evidence of a lack of respect for diversity and where messages given at home are deemed to be incommensurate with school and British values</p>	<p>Monitor lesson plans and assembly programme.</p> <p>Monitor SMSC grid activities.</p> <p>Record and monitor parents withdrawing their child from collective worship, SRE and/or visits to places of worship.</p>	
The school environment promotes diversity	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity, sexual orientation, religion and disability.	<p>Monitor pupils' responses to the school environment in pupil surveys/school council.</p> <p>Audits of the school environment</p>	Senior Leadership Team
All pupils are encouraged to make a positive contribution to the life of the school community	Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations and other extra-curricular activities. Year 6 through the Bishop of York Leadership qualification.	Analysis of participation rates.	Senior Leadership Team
Respond promptly and appropriately to all incidents of prejudiced based incidents/behaviour.	<p>Continue to ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities.</p> <p>Report incidents/behaviour/trends to the Governing Body and Local Authority.</p>	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?	Senior Leadership Team Governing Body

Please see our <i>Accessibility Plan</i> for actions relating to disability access.			
Review Date – Autumn 2028			