

# Lowton West Primary School

## Equality Plan 2025



### **The school's equality action plan takes into account the requirements of the:**

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014
- Equality Act 2010
- Public Sector Equality Duty (PSED) 2023
- Disabled Children and the Equality Act 2010: what teachers and schools need to know and what schools need to do (Council for Disabled Children, March 2022)

### **It links to the following policies:**

- Equality Policy
- Anti-Bullying Policy
- Positive Behaviour Management and Discipline Policy
- SEND Policy, SEND Information Report and Local Offer
- Pupils at school with Medical Conditions
- Teaching and Learning Policy

### **MONITORING AND REVIEW**

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;

The policy and plan will be reviewed annually or sooner if necessary.

# **Lowton West Primary School**

## **Equality Action Plan**

### ***Aiming High Together***



#### **School Vision**

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

#### **Mission Statement**

***Providing the highest quality education, care and support for the whole school community.***

***Our mission statement is based on RESPECT:***

*R = Recognising the needs of the individual child*

*E = Ensuring a unique and engaging curriculum*

*S = Supporting each other to learn and achieve*

*P = Passionate about providing the highest quality education*

*E = Encouraging creativity, self – expression and imagination*

*C = Creating confident, resilient, life – long learners*

*T = The voice of everybody is heard*

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

**We will do this through our core values:**

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values.

The five British values that the Government has identified for schools to focus on are: -

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

## **Equality at Lowton West**

At Lowton West Primary 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/religion or socio-economic background. We aim to develop 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 will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Lowton West Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **Equality in our policy and practice**

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

### **1) Teaching and learning**

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

- Monitor achievement data by ethnicity, gender, socio-economic background (Pupil Premium) and disability, identify and action any gaps;
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Take account of the achievement 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, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist 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** in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school, which are inclusive and reflective of **all our pupils**.

### **2) Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. We will support families with school admission and seek support for families from multi-agencies and the LA where necessary.

Exclusions will always be based on the school's Positive Behaviour Management and Discipline Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **3) Equal Opportunities for Staff**

At Lowton West Primary 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. Staff who may be affected by characteristics protected by the Equality Act 2010 and the Public Sector Equality Duty (2023) will be consulted during decision making and actions to be taken.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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

### **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. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement 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.

### **Publishing the plan**

In order to meet the statutory requirements, we will:

- Publish our plan on the school website; ensure hard copies are available.
- Raise awareness of the plan through the school website, assemblies, School Council, staff meetings and other communications;

### **Check list for school staff and governors**

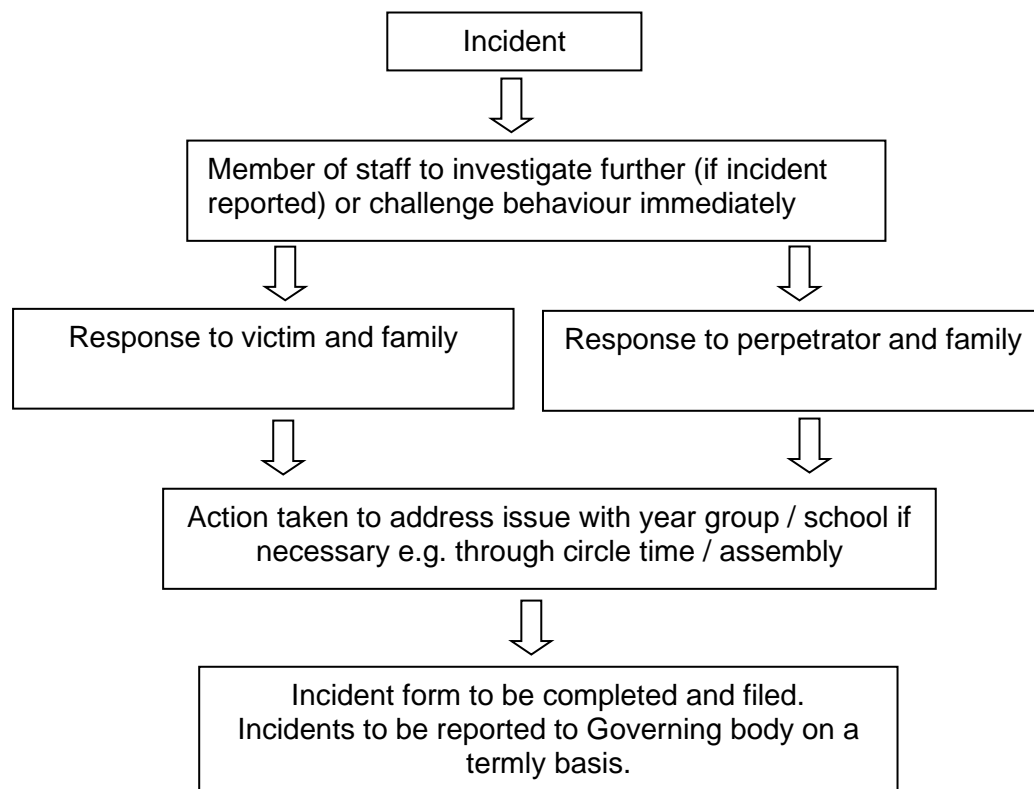
- ☒ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- ☒ How has your Equality Plan 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?

- ✓ 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?

### **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.

At Lowton West Primary School there is a procedure for responding and reporting discriminatory incidents:



### Lowton West Primary School Action Plan

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
All	To ensure that robust policies and practices are in place which promote equality and inclusion ie. Accessibility Plan, SEND Policy, School Local Offer (SEND Information Report), Supporting Pupils with Medical Conditions, School Visits Policy	<ul style="list-style-type: none"> <li>* all members of the school community</li> <li>* the Governing Body</li> <li>*parents/carers and visitors to the school</li> </ul>	Governing body meetings Responses in parent consultation / annual survey	SLT Governors	Time to amend policies  Time for consultation process with staff, parents and pupils  Governors meetings	September 2025 – then ongoing	<ul style="list-style-type: none"> <li>*SEND policy and local offer ratified by Governors and published on school website Autumn 2025</li> <li>*Policies are reviewed and agreed by governing body Autumn 2025</li> <li>* Amended policies state that the policy has been reviewed with due regard to the Equality Act 2010, Public Sector Equality Duty (PSED) 2023, Children and Families Act 2014, Supporting Pupils with Medical Conditions 2014 and SEND Code of Practice 2014</li> </ul>
All	To publish and promote the Equality Policy, Equality Plan and Accessibility Plan through the school website, newsletter and staff meetings/ TA forums.	<ul style="list-style-type: none"> <li>* SLT</li> <li>* all staff members</li> </ul>	<ul style="list-style-type: none"> <li>*Question parents' awareness of Equality and Accessibility Plan in parent consultation.</li> <li>*Evidence of equality awareness in:               <ul style="list-style-type: none"> <li>* Staff training and staff induction</li> <li>* Newsletters</li> <li>* Information shared on school website</li> <li>* Consultations/ surveys with all members of the school community when decisions are to be made which could affect those affected</li> </ul> </li> </ul>	SLT Governors	<ul style="list-style-type: none"> <li>*Time to amend policies</li> <li>*Time for consultation process with staff, parents and pupils</li> </ul>	October 2025 – then ongoing	<ul style="list-style-type: none"> <li>*Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays, dealing with behaviour issues</li> <li>* Parents are aware of the Equality Plan</li> <li>* All members of the school community are involved in consultations and decisions which could affect the protected characteristics identified in the Equality Act and Public Sector Equality Duty.</li> </ul>

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
			by inequality and the protected characteristics are to be made.				
All	<p>Ensure the school prospectus and key school information is accessible online.</p> <p>Explore opportunities for information to be shared electronically through website/ School Spider/ Social Media.</p> <p>*Offer parents/carers the option for the prospectus and key school information to be printed in different languages.</p>	<p>SLT, Business Manager, Governors</p> <p>*EMTAS Team</p>	The headteacher will seek the views of parents and carers.	Headteacher Governors	<p>Time for SLT/ Governors to meet</p> <p>Meetings with EMTAS team</p>	<p>September 2025</p> <p>Ongoing – review Oct 2025</p> <p>Ongoing – according to pupils’ and parents’ needs</p>	<p>*The updated school prospectus is easily accessible online for all parents.</p> <p>*The possibility of alternative ways in which to present the school prospectus to be investigated by SLT.</p> <p>* EMAS Team will support school to provide prospectus in different languages where requested.</p>
All	Ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff.	SLT Governors School Business Manager	Governing body meetings.	Headteacher, Governing Body	Time for staff to attend training, meetings and consultations	Ongoing	<p>*The school follows the safer requirements procedures and offers equality for all. A CPD programme is in place which caters to the needs of the individual.</p> <p>* SLT will consult with staff in relation to risk assessments, procedures, requirements, adaptations and training needs.</p>
All	Ensure that the curriculum, displays and enrichment activities promote role models that young people positively identify with,	SLT and subject leaders through scrutiny of work and lesson	Work scrutiny School website Curriculum planning Displays – learning walk	SLT, Governing Body	Time for subject leaders to complete work	Autumn 2025 – July 2026	<p>* Increase in pupils’ participation, confidence and achievement levels.</p> <p>*Work scrutiny will record further links with local</p>

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
	which reflect school's diversity in terms of race, gender and disability.	plans in different curriculum areas	Assemblies		scrutiny, staff to complete displays and photograph displays		community, visitors, enrichment activities and displays all promote positive role model images around school.
All	To present positive images which promote British Values and reflect the diversity of the school and community in terms of race, gender and disability.	All staff	Assemblies Displays Books and resources Work scrutiny	SLT PSHCE subject leader	*Time for subject leaders to complete work scrutiny *Time for staff to complete displays and photograph displays	Review hall displays Autumn 25 then ongoing across school termly	More diversity reflected in school and visually evident across all year groups.
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 School Council and Eco-Committee by election or co-option), monitors/jobs, class assemblies, fund raising etc.	All staff	School council and Eco-Committee representation monitored by race, gender, disability, Pupil Premium pupils.  Pupil interviews/ questionnaires	SLT	Time for staff to attend/ chair council/Eco meetings  Pupil interviews  PSHE Mgt time	Ongoing	More diversity in school council and Eco-Committee membership and pupils participating in the hustings. More diversity in pupils selected for other roles in school including House Captains, Play Leaders, Buddies, Sports Leaders and other roles in school.
Community cohesion	To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	All staff	PSHE assessments, RE work scrutiny, evidence in assemblies, Religious Festivals and Cultural Events Calendar and multi-cultural displays.	SLT	Time for PSHE&C and RE subject leaders to complete work scrutiny  SLT and subject leaders to	Sept 2025 calendar in place	Children have an increased awareness of different communities, cultures and beliefs.



Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
					plan and implement multi-cultural calendar inc. assemblies		
All	<p>*To ensure that extra-curricular activities (including Y6 residential trip) take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.</p> <p>*Ensure that all extra-curricular activities are not be prohibited because of financial constraints.</p> <p>*Seek advice from the Local Authority's Disability Outreach Team /OT where needed.</p>	All staff	<p>Registers of extra-curricular activities.</p> <p>Pupil questionnaires about extra-curricular activities.</p> <p>Risk assessments completed to visits.</p> <p>Minutes from meetings with Outreach Team.</p>	SLT	<p>Time for staff to plan visits, meet parents, complete risk assessments</p> <p>Additional staff for 1:1 support for pupils with a disability.</p>	<p>Sept 2025 school calendar and planner in place</p> <p>Ongoing</p>	<p>Attendance of extra-curricular activities reflects the diversity of the school population in terms of race, gender, disability and socio-economic status.</p> <p>Promotion of inclusive sports events at school and within the local authority.</p> <p>Pupil Premium and other funding sources support children in ensuring attendance at extra-curricular clubs and educational visits, including the residential visit in Year 6.</p>
All	Provide extra and additional support for pupils who are under-achieving, in order to make extra progress in their learning and their personal well-being.	<p>All staff</p> <p>Other agencies: e.g. TESS, EPS, SALT team, Outreach support, EMAS, Wigan Family Welfare counselling,</p>	<p>* Termly data to indicate off track pupils and those not making expected progress.</p> <p>* Pupil progress meetings to identify pupils.</p> <p>* Planned interventions to</p>	SLT SENDCo Pastoral and Safeguarding Manager	<p>Time off timetable for pupil progress meetings</p> <p>Attendance at multi-agency meetings (EH</p>	<p>Ongoing</p> <p>Planning and Review meetings October 2025 then Spring 2025 to plan multi-</p>	Data analysis shows good progress for <u>all</u> groups of pupils.

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
		CAMHS, Start Well	support pupils who are under-achieving and not making expected progress in their learning and personal well-being. * EH Plan meetings * Pupil interviews * Meetings with parents * EH Reviews and multi-agency meetings		Plans, Start Well, SEND provision)	agency involvement  then ongoing as required	
All	To ensure that the relevant support services are used fully and effectively.	* SLT * SENDCo * Pastoral and Safeguarding Manager	*Minutes from meetings eg. Early Help reviews, Start Well meetings, CAMHS, SALT, TESS reports, Ed Psych, Outreach Support meetings etc *SEND reports for Governors *Data for vulnerable pupils demonstrating progress *Pupil voice/ parent questionnaires	SLT Governors	Time allocated for SENDCo and Pastoral and Safeguarding Manager  SENDCo/ Pastoral and Safeguarding Manager to chair/ attend meetings	Ongoing	*School and pupils/ families will be offered and access relevant support services. * Evidence of involvement of support services: Individual pupils will have any necessary support in their: Learning Behaviour Emotional well-being Social development
All	Identify any resources and CPD needs to support intercultural links and citizenship.	*SLT *PSHE&C Subject leader *RE Subject leader	*Performance Management / staff reviews and audits * PSHE&C and RE subject leader notes from cluster meetings and relevant training *SLT, RE and PSHE&C subject	SLT Governors	Mgt time for PSHE&C and RE subject leader to attend/ lead training *time for review meetings	Ongoing – link to PSHE and RE Action Plans for additional timescales	Additional links made in the school curriculum to national and international schools. The use of additional visits/ visitors/ resources is developed further throughout the year.

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
			leaders to lead relevant training to staff and purchase resources			PSHE Network Meetings – termly  PE Network/ cluster meeting	
All	To ensure the School Council are involved in the promotion of equality of opportunity	* PSHE&C Subject leader	* School Council meetings * Assemblies (inc. assemblies led by School Council)	SLT Governors	Mgt time for PSHE&C subject leader to lead council meetings	New School Council Sept 25 then ongoing	* School Council minutes will evidence their involvement in the promotion of equality of opportunity eg. ensuring there are extra-curricular activities for both boys and girls * The School Council has boys, girls, SEN pupils, Pupil Premium pupils, Ethnic minority representation
LGBT	<b>Promoting equality of opportunity through:</b> * Ensuring all children and adults have equal opportunities in all aspects of school provision * Promoting British Values within the curriculum, including assemblies * providing age appropriate lessons and training for pupils and staff to raise awareness and understanding of the LGBT community	* all members of the school community * those who lead acts of worship and assemblies * PSHE subject leader * Other agencies: Mermaids, Proud Trust	* evidence in curriculum planning and work scrutiny * evidence from newsletters/ school website/ displays *pupil interviews *staff/ pupil/ parent questionnaires	SLT Governors	Time for subject leaders to complete work scrutiny, staff to complete displays and photograph displays  Pupil interviews  Mgt time	*Autumn 2025 - ongoing	* All members of the school community involved and having equal access to what the school offers as a place of learning and employment * Children are able to discuss the importance of racial equality * All pupils will feel included * Children will understand and accept different families within our school community, enabling them

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
	* Continue to embed the Jigsaw PSHE curriculum consistently across school and the school's PSHE policy which includes SRE & HE.						to learn to accept others for who they are. * School will tackle homophobic, biphobic and transphobic bullying and make all pupils feel welcome.
Racial	<b>Promote racial equality and eliminate unlawful discrimination</b> *Raising awareness of racial equality by ensuring implicit and explicit teaching across the curriculum Ensure all school policies and practices promote racial equality *Promote positive attitudes to racial diversity (Mission statement and ethos) * Continue to participate in projects such as Give Racism the Red Card.	* members of the school staff and Governing Body	*policies published on website * Assembly planner/ school planner/ school website	SLT Governors		Ongoing	* All policies meeting requirements * Pupils participate in assemblies linked to racial diversity
Racial	<b>Eliminate racist harassment</b> * To establish clear reporting procedures for racial issues * To emphasise racial tolerance and understanding through school ethos and British values	* all members of the school community promoting racial tolerance and understanding	* racial incidents file *PSHC&E curriculum *Assemblies planner * Pupil voice * Parent questionnaires	SLT Governors		Ongoing	* Clear procedures adhered to * No racial incidents reported
All	To have more annual events in school, such as Black History Month, Deaf Awareness Week or	* PSHC&E coordinator, *Staff delivering assemblies	Evidence of annual events taking place to raise awareness of issues around race,	SLT Governors	Cost of visitors to school –	October 2025 then ongoing	Increased awareness of issues around race, disability and gender.

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
	International Day, to raise awareness of issues around race, disability and gender.		disability and gender – assembly planner, school website, school displays		where required		
All	<b>Promoting integration and tolerance:</b> * To monitor the PSHE&C curriculum and develop the new assembly planner to promote British Values & Religious/ Cultural Events * To arrange more visits to places of worship and visitors to schools from different religions * Continue established links with EMTAS team and raise awareness of the support available for pupils from different ethnic groups and staff training available * To draw links with schools from different cultures through topics taught * To invite speakers to raise awareness * Promote Fairtrade Fortnight * Events such as World Book Day provide further opportunities to explore different cultures	* PSHE&C Subject leader * RE subject leader * all teaching and non-teaching staff * Governing Body * EMTAS team * visiting speakers	*school website – visits, visitors, curriculum maps * training material from EMTAS team * PSH&C curriculum map * RE curriculum map *assembly planner *Pupil interviews	SLT Governors	* Time off timetable for PSHE&C coordinator *Staff meeting time *Time off timetable for RE coordinator *Cost of coaches to visit places of worship * Time for teacher to attend Twinning meetings	Monitor - Sept 2025  * Draw links through topics *continue links with EMTAS Team *Visits to places of worship and visitors/ speakers to school – ongoing	* Religious Festivals and Cultural Events Calendar in place to promote pupil's knowledge and understanding of different cultures and faiths * British Values are incorporated into assemblies and PSHE&C curriculum * PSHE&C schemes of work reviewed and shared with staff * An increase in extended learning opportunities (visits, speakers) – evident in curriculum maps, newsletters and website * Effective links with EMTAS continue; staff are trained in supporting pupils with EAL * Children gain a deeper understanding and show respect of other cultures and different ethnic backgrounds.
Gender	<b>Eliminate unlawful sex discrimination:</b> * To raise awareness of gender equality by ensuring	* all members of the school community * the Governing Body	Pupil / staff / parent questionnaires and evaluations	SLT Governors		*on-going	*All who have a connection with the school are aware of and promote our gender equality policy

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
	implicit and explicit teaching across the curriculum * To ensure all children and adults have equal opportunities in all aspects of school provision irrespective of gender or gender identity	*parents/carers and visitors to the school					*All members of the school community involved and having equal access to what the school offers as a place of learning and employment *Children able to discuss the importance of equality of opportunity
Gender	<b>Eliminate harassment related to gender</b> *To review the school's Equality Policy in line with the Equality Act 2010 and Children and Families Act 2014 *To ensure all school policies and practices include a statement promoting gender equality *To ensure the recruitment/ appointment process is free of gender bias * To ensure equal access to sports activities and teams through audit of extra-curricular clubs – through monitoring pupil involvement * Challenge stereotypes and explore healthy relationships through pupil workshops * Arrange further training and workshops for staff and pupils through Mermaids/ Proud Trust	* members of the school staff and Governing Body *pupils through the development of their inclusive class behaviour codes *Premier Education * Healthy Relationship Workshops Rec – Y6 * Mermaids/ Proud Trust	Headteacher termly reports Sports registers and data  Pupil questionnaires/ interviews  Staff evaluations from training	SLT Governors		Policy reviewed by Oct 2025  Other policies following policy review schedule 2025-2026  Sports registers Ongoing  Workshops: Healthy Relationships due to be covered again 2025-2026 when available Other training to be planned throughout	*All members of the school community refraining from the use of gender-related language which is aimed at harassment or insult *No gender incidents reported *Positive attitudes to gender equality are promoted; all forms of verbal harassment are eliminated *Codes of behaviour for all members of the school community place importance in equality *Clear reporting procedures for gender issues are in place *Behaviour codes in place and referred to regularly to promote equality * All pupils continue to have an equal access to a wide range of extra-curricular activities *There is an emphasis on gender tolerance and

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
						monitoring calendar	understanding through school ethos, values, staff and pupil workshops and PSHE&C curriculum * PE subject leaders monitor the sports registers completed by Premier Sport coaches to ensure equal access to activities is in place
Gender	<b>Promote equality of opportunity between men and women</b> *To review the Equality policy in line with the Equality Act 2010, Public Sector Equality Duty and Children and Families Act 2014 and other DfE guidance published – where appropriate *To ensure all school policies and practices include a statement promoting gender equality *To ensure the recruitment/ appointment process is free of gender bias * To ensure equal access to sports activities and teams through audit of extra-curricular clubs	All staff SLT Governors School business manager	*Review all school policies and practices to include the promotion of gender equality * audit of extra-curricular clubs and sports events ie. uptake of vulnerable groups including boys and girls *clear recruitment/ appointments procedure	SLT Governors  PE subject leader  Sports leaders/ coaches for extra-curricular clubs	Time for staff to review policies and audit provision of activities	*Policy to be reviewed September 2025 * ongoing action	* The Equality Policy which promotes Gender Equality in place *Positive gender images being promoted through the curriculum and code of conduct * All pupils consulted on Premier Sports lunchtime and after school provision *Boys and girls enjoying a range of sports
General	<b>Monitoring attainment for boys and girls</b>	*all teaching and non-teaching staff	*curriculum planning and curriculum maps	SLT Governors	Attendance of meetings	*ongoing action	*Policies and planning in place to support teaching and learning

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
	*To continue to analyse differences in attainment and progress *To be involved in initiatives which address gender underachievement *To ensure achievement is valued by boys and girls; promote excellence for all	* Governing Body *involvement in extension activities in partnership with LLG/ LOGOS schools	* minutes of meetings with LLG/ LOGOS schools * data analysis and reports to governors		Analysis of data		*Equal access to a broad and balanced curriculum which addresses any differences in attainment *Provision in place when differences are identified through data analysis *Effective links with LLG / LOGOS schools *Boys and girls involved in extension activities which promote achievement in learning