



This document should be read alongside the school Equalities Policy (which is based on the Blackburn Diocesan Model Policy). It addresses equality at all levels and includes : disability / gender / race / religion and belief / sexual orientation / access to provision and activities / external services and provision / needs within current home situation

There are 2 sections:

1. Specific equality objectives which are being addressed this academic year (from current school analysis)
2. On going objectives which form part of the schools commitment to equality each year

Specific objectives (linked to the SDP or current school analysis) Academic Year 2025 - 2026

Objective	Actions	Success criteria	Monitoring and reporting	Review / Evaluation
To fully embed the schools commitment to the Diocesan EDJ (Equity / Diversity and Justice) strategy across school	One area of the SDP in 25-26 is working on embedding EDJ work across school. Actions from that element of the plan include: <ul style="list-style-type: none"> • Focus at staff meetings on EDJ strategy • Leadership Team complete the Diocesan self-evaluation toolkit and use as a SWOT analysis • Use materials from Diocesan conference EDJ1 and EDJ2 and in school staff meetings led by associate advisers to form a clear school strategy document 	School has a clearly defined strategy statement in place and at the heart of the school		

	<ul style="list-style-type: none"> • Audit books used in the curriculum and in class libraries / school library. Ensure that children can access a wide range of books that offer a broad perspective on modern life. • Re-visit the English curriculum for each year group and look for opportunities where we can reflect our EDJ vision. • Subject leaders review / produce a statement of how EDJ is being addressed in their subject (see policy statements) • Subject leaders use the school strategy (developed above) when considering new resources / visits and visitors into school / aspects of the curriculum to be covered • PB to remain a member of the Questful RE project group and trial new units of work / approaches. All staff teaching RE meet at least termly to be shown updated units and receive training in how to implement the changes to Questful RE. Implement new approach with 	<p>Books across school have been audited</p> <p>KW attended the EDJ and English conference and has implemented change as needed</p> <p>Subject leaders have updated policy and schemes accordingly</p> <p>New Questful syllabus is in place with a greater focus on world faiths and other world views</p>		
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	<p>greater focus on other world faiths across the school</p> <ul style="list-style-type: none"> • Monitor the impact through discussions with children and monitoring the RE floor books and pupils work 			
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On-going objectives (to be reviewed annually in Summer Term)

Focus / Objective	Actions in place	Next steps (if needed)	Success criteria	Monitoring and reporting	Review / Evaluation
Narrow gaps in attainment and performance between groups (focus on disadvantaged pupils etc)	<ul style="list-style-type: none"> • Termly Pupil progress meetings • Regular meetings between SENCo and teachers / slot in staff meeting for discussion • IDSR for 24-25 showed that the progress for disadvantaged pupils was good but they did not attain as highly as other pupils. While this is partly due to the very small numbers and their needs we have analysed the data for all children in this 	Action the provision from the provision maps	Gaps identified are addressed and narrowed.	Monitored by SLT – any issues / follow up required reported to governors	

	group and there is provision made for this group in class.			Monitored by SLT – any issues / follow up required reported to governors	
Support for vulnerable chn and their families	<ul style="list-style-type: none"> • Maintain the excellent support already in place • Close links with family support workers and Social workers for CP children • Attendance at all TAF and CP meetings • Signposting to key agencies 		Support is in place and through evaluation seen to be effective		
Support for CLA / adopted (1 pupil at present)	<ul style="list-style-type: none"> • Liaison with virtual school • PEPs in place as needed • Targeted use of PP funding for CLA and previously LA chn 		Support is in place and through evaluation seen to be effective		
Equality of opportunity	<ul style="list-style-type: none"> • Full equality policy in place (based on Diocesan model) • All children have access to all opportunities • Support in place for chn who need help to access any activity • Financial support provided as needed to allow access 	Continue to review use of PP to allow wider access for all chn	Policy up to date and pupils have access to the full range of activities and services		
Sex and relationships ed	<ul style="list-style-type: none"> • Sex and relationships education policy and procedures in place • Y4,5 and Y6 sex ed lessons via Life Education team 	Review after Summer 21 sessions	All actions in place		

	<ul style="list-style-type: none"> • Access to high quality resources via SCARF 				
<p>Promote understanding and respect for children's differences</p> <p>Understand and celebrate diversity</p>	<ul style="list-style-type: none"> • Through RE and PSHE lessons – promote a 'world wide' view • Focussed work for Black History month • PB active member of the RE Questful review group – looking at increasing the amount of world faiths within the RE provision • Celebration assemblies • Exploring values through worship / in class discussions 		<p>Children understand that people are different and should be respected for who they are</p>	<p>Monitored by SLT – any issues / follow up required reported to governors</p>	
<p>SEN support</p>	<ul style="list-style-type: none"> • Termly review of register and termly pupil passports for all on the register • Wide range of staff expertise in working with different areas of SEN • Good links with outside agencies (EP / Inclusion solutions) • SENCo has national SEN award • Training has been given to relevant staff • Children with SEN have a record of success 		<p>Chn with SEN have their needs met through the support put in place – seen via Annual reviews and feedback on Pupil passports</p>	<p>Monitored by SLT – any issues / follow up required</p>	

Community cohesion	<ul style="list-style-type: none"> • Working with partners in the village – especially the church community • Working with partner schools and clusters 		School is seen as being a key part of the community	reported to governors	
Accessibility of site	<ul style="list-style-type: none"> • Site is on 2 levels with only step access between lower (EYFS / KS1) and hall / KS2 levels. There is good external access to both levels and access for a wheelchair – at present there is not space to create an internal ramp 	This is under constant review and if it were need by a new pupil to the school action would be taken.			
Promote safety of all including anti-bullying work	<ul style="list-style-type: none"> • Robust risk assessments in place • Anti-bullying week activities and assemblies • PSHE sessions • Road safety – Right Start training for all in Rec – Y2 annually • Cycling proficiency • Water safety / life saving in swimming sessions • Internet and online safety within computing and from outside speakers (e.g. police) • Railway and water safety sessions 		Children have a good understanding of how to keep themselves and others safe		

	<ul style="list-style-type: none">• Fire safety talks – local fire service• Safety talks from staff before using key equipment e.g. hot glue gun in DT sessions				
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