

Stratford St Mary Primary School Equalities Action Plan 2025

Objective	Success Criteria	Action	Who	When	Resources	Monitored By
<p>Prepare pupils for life in a diverse society.</p> <p>Promote values and attitudes that celebrate diversity and promote respectful understanding and attitudes towards diversity.</p>	<p>Pupils will be able to discuss various values which make up our society.</p> <p>Our curriculum is designed to prepare pupils for life and diversity</p>	<p>Use opportunities to reflect the background and experience of pupils and families in the school.</p> <p>Continue to implement Cambridgeshire PSHE programme</p> <p>Review the curriculum to ensure that it is promoting the values and attitudes that celebrate and respect diversity</p>	All Staff	Ongoing	<p>Lesson plans, lesson obs</p> <p>Produce displays around school.</p>	HT/Govs
<p>Raise awareness of the whole school community (i.e. pupils, staff, carers, governors) to the school's Equality objectives.</p>	<p>Staff, parents, governors and pupils will be aware of the aims of our Equality objectives.</p>	<p>Discuss at staff meetings, signpost to the school website. Draw the attention of the school council to the plan. Discuss in assemblies.</p>	All Staff	Ongoing	<p>Staff Meeting Minutes/ Website</p>	HT /Govs
<p>Use targeted intervention and support to narrow gaps in achievement for all pupils noted as vulnerable pupils</p>	<p>Record of interventions for specific groups shows narrowing of gaps in achievement</p>	<p>Record interventions for specific groups (boys/girls/FSM/Children with a protected characteristic/Children affected by discrimination and lack of opportunity) or individuals (Children with SEN) and show evidence of narrowing gaps in learning.</p>	All Staff	Ongoing	<p>Intervention teacher/TA to support identified groups for intervention</p>	HT /Gov

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Promote pupil's understanding that people of all ages are to be respected and valued for the contribution they make to the school community.	Pupils' to be aware that anyone regardless of their age is valued in the school community.	Links to the nursing homes and church, local community to be invited in to talk about their experience regarding certain topics.	All staff / pupils	Ongoing	Release Time	HT/ Governors
To monitor and analyse pupil achievement by categories and act on any trends or patterns in data that require additional support.	The progress and attainment of all groups to have been monitored and analysed. The effectiveness of any support to have been evaluated and any necessary action to have been taken	Pupil progress meetings to continue to monitor vulnerable groups. Ensure that the needs of the different groups are met via resources, interventions and support	HT	Ongoing	PPG funds (where applicable)	HT
Follow the recruitment process as written in our recruitment policy to enable all staff to have access to relevant development and training.	Jobs advertised will attract a wide range of applicants. Staff and governors will take part in correct training to enable them to be part of the selection panel.	Advertise posts to attract a wide pool of applicants. Selection is to be carried out by trained staff and governors. Access and take up of training and development is monitored on equal measures. At least one member of the interview panel to be "safer-recruitment" trained.	HT/ Govs	Ongoing	Advertising Staff Meetings	HT / Governors

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Vulnerable groups =

- pupils who have a protected characteristic as defined by, or listed in, the Equality Act 2010
- children who may be affected by discrimination and lack of equal opportunity as defined by the Equality Act 2010

Listed as protected characteristics in the Equalities Act.

1. Age
2. Disability
3. Gender Re-assignment
4. Marriage and Civil Partnership
5. Race
6. Religion or belief
7. Gender
8. Sexual orientation

The school also acknowledges those pupils who may be affected by discrimination and lack of opportunity as defined by the Equality Act 2010.

1. LAC pupils
2. EAL pupils
3. Migrant / Asylum seeker/ Refugee
4. Ethnic Minority
5. Young Carers
6. Learning difficulties / Disabilities/ Medical condition
7. Risk of Exclusion/ Persistent absenteeism
8. Those joining the school at a different date
9. Economically disadvantaged (e.g. FSM)
10. On a Child Protection Plan