

Single Equality Action Plan
2024 - 2027

Targets	Strategies/Actions	Timescales	Responsibilities	Success Criteria
General				
All staff and stakeholders are aware of the Equality Plan and 3-year action plan and understand their roles and responsibilities within it	The action plan is introduced to and discussed with staff during staff meeting. Staff identify and understand their part in the scheme's implementation. Teaching staff identify specific opportunities to address equality issues through the curriculum.	Ongoing	HoS SLT All staff	Staff understand their role and implement necessary procedures/actions
Actively promote equality	Audit school resources to ensure they promote positive attitudes and challenge stereotypes. Ensure assemblies and curriculum events raise awareness of stereotypes and promote positive attitudes towards diversity and equality.	Ongoing throughout each term	HoS SLT Class teachers	School resources promote positive attitudes for all groups and challenge stereotypes. Pupils are able to demonstrate an understanding of equality through discussion, role play and in own play.
Promote equality of opportunity	Audit access to after-school clubs, residential visits. Ensure correct equipment is available in class. Audit access to music tuition	Between year groups and throughout the year	HoS Class teachers Class teachers SENDCo	All children have opportunities to be involved in all aspects of school life.
Provide opportunities for all pupils to achieve	Monitor planning, teaching, support and interventions. Identify a range of opportunities to support pupils progress for different groups Support and interventions are planned and delivered Monitoring by SLT of children's progress and attainment	Continual throughout each term	All teaching staff	Opportunities have been identified to support pupil progress for all groups of children School data shows all groups of children have made progress

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	Assess and analyse data to identify impact Assessment for Learning embedded in lessons Pupil progress meetings Pupil voice – collect			Pupil voice indicates positive outcomes for children from different groups
Monitor and analyse pupil achievement - identifying and addressing trends/patterns for different groups.	Achievement data analysed by group. Additional support/intervention is identified and implemented to support pupil progress.	After termly data trawls	All teachers DHT	Pupil achievement has improved and gaps between groups has reduced
Ensure the physical environment of the school has suitable access (where possible and appropriate).	Review premises regularly to ensure maximum access for all groups of pupils, parents and the community.	Annually and on admission of pupils with additional needs.	Facilities and Estates Manager Director of Business and Finance HoS	Physical environment is accessible and safe.
Monitor attendance data – identifying and addressing trends within specific groups.	Collect and collate attendance data relating to different groups Analyse data and identify trends and issues Plan support and intervention Develop systems for addressing persistent absenteeism. Parents are kept informed of concerns.	Weekly	HoS DHT Phase leaders All teachers SENDCo	Children whose attendance is below target have been identified, actions put in place and monitored Attendance has improved Parents are informed and up-to-date with attendance issues.
Monitor staff recruitment, retention, promotion, disciplinary and grievance procedures.	Data collected to be shared and discussed at governor/trust meetings	Annually	HoS Governing Body/Trust Board	All staff receive equal opportunities regarding employment within the school
Improve the involvement and participation of parents/carers.	Ensure parents/carers have opportunities to participate in school activities through effective communication and promotion of events. Identify effective/preferred methods of communication.	Ongoing	DHT HoS All staff	School is aware of parents' views about equality of opportunity. Participation by parents has increased.
Race				
Identify, respond to and report racist incidents as outlined in the plan.	Ensure racist incidents are dealt with promptly, in line with school procedures and recorded on a school Racist Incident form. All reports should be given to the head of school to be reviewed and appropriate actions taken.	When it happens	All staff Report racist incidents to HoS	Racist incidents have been dealt with and recorded appropriately.

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				Head Teacher has been made aware of all reported incidents of racism.
Children are aware of procedures to report racist incidents	Assemblies by SLT, through PSHE sessions in class and visits from outside agencies to deliver assemblies and workshops to pupils. Children to be aware of what it means to be racist and what a racist incident is. Promote inclusion, diversity awareness of what constitutes discrimination and harassment.	Consistently throughout each term	HoS SLT Class teachers	Pupil voice indicate that children are aware of what constitutes racist behaviour and know how to report an incident. Incidents have been reported.
All staff are aware of procedures to report a racist incident	Training needs have been identified and training delivered to all school staff so that they are aware of their role and reporting procedures. Training from outside agencies to be provided where appropriate.	At staff meetings, training events, Friday meetings	All school staff HoS	Staff follow Oak Learning Trust procedures and guidelines. Head Teacher has been made aware of all reported incidents of racism.
Disability				
For all staff to understand what disability under the Equality Act 2010 means.	Staff meeting to share definition of disability according to Equality Act 2010 and identify what this means for pupils in their class. Staff to be aware of the specific needs of all pupils in their class and make appropriate provision.	Autumn term and during new staff induction	SENDCo HoS	Staff understand the meaning of disability according to Equality Act 2010. Staff are aware of pupils with disability in their class and know how to support them.
Raise children's awareness and understanding of disability and to promote understanding and caring for all.	Through school assemblies. Look at UNCRC. Within classroom through activities embedded in the curriculum and specific sessions in PSHE. Special days eg, children in need, Marie Curie Day, sports relief etc	Ongoing	Class teachers Phase leaders/SLT HoS	Children display a kind and caring attitude to children with disabilities. Children are actively involved in fundraising to support others.
Ensure the needs of pupils with disabilities are met.	SEND register and medical register are updated accordingly. Staff use information about pupil's needs and information from outside agencies to plan for and provide for appropriate support. Appropriate training is available to staff.	Every day	Class teachers SENDCo HoS	Staff understand how to support pupils with specific needs and disabilities and have made appropriate provision.

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Support is given to parents/carers with disabilities in order to access the school	Ask parents when joining the school if they have any needs and how best the school can support them. Identify support for specific individuals and families. Identify how best to communicate with them	Ongoing and when required	HoS Business Manager Facilities Manager	Parents/carers access and communication needs have been met.
Gender				
Challenge stereotyping of gender roles in society	Assemblies by SLT Positive role model assemblies Strong women/men role models are celebrated throughout the curriculum. Out of school activities to promote the ideal that anyone can participate regardless of gender Equal opportunities are embedded in the curriculum for boy/girl participation Recognise non binary gender and other non-gender binary conforming individuals and ensure equality of provision and opportunity for non-binary colleagues and pupils. Develop use of non-gendered pronouns in school. Appropriate literature is available in class libraries.	Timetabled into termly assembly rota In place – monitored throughout SLT termly monitoring Staff training to develop understanding of non-gender binary conforming classifications	Phase leader Class teachers SLT class teachers	Children are aware that roles in society are not gender specific Pupil surveys Boys and girls and all non-gender binary conforming individuals are equally engaged in a range of activities – attendance records
Ensure children are aware of unlawful discrimination on the grounds of sex, including domestic violence, bullying and exploitation	Teach with due regard to the prevent duty include themes in PSHE lessons. Assemblies given by outside agencies NSPCC, community police. Support parents through the Early Help process	Termly Reactionary As need arise	SLT Teachers All staff SENDCo HoS	School supports families in the wider community to access help in difficult situations
Adult language to challenge gender stereotypes	Formal and informal staff and pupil conversations show respect for equal gender opportunities. Disrespectful conversations will be challenged.	Consistently throughout each term	All staff	All conversations within school demonstrate respect for equal gender opportunities.

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Sexual Orientation				
Promote realistic images of lesbian, gay, bisexual or transgender people and all others within the LGBTQIA+ and the contributions they have made to different aspects of the curriculum	Homophobic bullying, language and stereotypes will be challenged within the school through sensitive and appropriate age-related discussion All incidents will be recorded and carefully monitored. Assemblies, PSHE and all areas of the curriculum will ensure equal opportunities for LGBTQIA+ individuals across the trust.	Staff training to develop understanding of LGBTQIA+ classifications and issues	All staff HoS SLT PSHE lead	The trust protects pupils and staff from unlawful discrimination on the grounds of sexual orientation.
Religion or Belief				
Eliminate discrimination on grounds of religion	Staff and children understand what is meant by discrimination (both intentional and unintentional). Work through scenarios to identify if discrimination has taken place and come up with solutions, Through RE and RPSE have discussions relation to our similarities and differences.	Ongoing in lessons and as it arises	RE Lead Class teachers	Children understand what discrimination is and put steps in place to avoid it happening.
Opportunities are afforded to pupils of different religions and faiths as the majority of pupils in the trust	Audit access to clubs, activities, residential to ensure good take-up. Opportunities are given for them to talk about their faith/religions at appropriate times. When required, provision will be made for them to access space to practise their religion.	Ongoing In appropriate lessons	RE lead Class teachers	A variety of opportunities have been accessed. Children can access opportunities to practise their faith when appropriate.
Different faiths, beliefs and diversity are celebrated across the trust.	Opportunities to celebrate significant religious events throughout the RE/PSHE curriculum Assembly themes are planned and events are celebrated Visits and visitors into school are planned to celebrate diversity	Termly	All staff HoS SLT PSHE Lead RE lead	Children can discuss relevant key festivals and practices of different faiths and cultures
Community Cohesion				

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Children value diversity and see it as a positive thing	Assembly themes are planned and emphasise and teach positive messages regarding race, disability, gender and sexual orientation.	Termly	Phase leaders	Children have a balance of experiences which reflect the diversity of our society
Children value those from different countries (and those that speak different languages)	Continue to achieve international award Use themes/topics/events/fairs to celebrate different cultures, trying different foods, sharing stories, achievements, features of different countries and cultures that unite us.	Annually	International schools lead All staff HoS SLT PSHE Lead	Children can discuss the different features and cultures of different countries
Children have a good understanding of British Values and can identify what they mean.	Through PSHE assemblies, visits and visitors to support them to become good citizens.	Termly	DHT	Children are able to talk about and give examples of British Values.