



# All Saints' CE Primary Equality Objectives Action Plan

Period covered: September 2023 – September 2024

Senior Member of Staff responsible: Barbara Rodel

Governor responsible: Rachel Wood

Designated member of Staff responsible: Natalie McManus, Sue Morris, Paul East, Cathy Elsdon



To take positive actions included in SDP to alleviate any possible disadvantage owing to any form of discrimination against a pupil.

Priorities-our Equality Objectives 2023-2024	Action Required	Success Criteria	Priority	Lead Person(s)	Review arrangements and date	Impact
Improve communication for our EAL families.	<ul style="list-style-type: none"> <li>Set up select your own language on website.</li> <li>Set up bilingual ambassadors.</li> <li>Dual coding</li> <li>Makaton training</li> <li>PDF's that can be translated</li> <li>New whole school platform for communication in place-BROMCOM</li> </ul>	<ul style="list-style-type: none"> <li>The website has select your own language facility.</li> <li>The children and parents value our bilingual parents and pupils.</li> <li>Visual communication methods compliment English vocabulary development.</li> </ul>	High	BR/NM/RW	Half termly	
Ensure that disadvantaged children, SEN pupils and EAL pupils have an adapted curriculum to enable them to reach Age Related Expectations	<ul style="list-style-type: none"> <li>Adaptive strategies researched</li> </ul>	<ul style="list-style-type: none"> <li>Adaptive strategies in place across the curriculum</li> </ul>	High	BR/RW/RB	Half termly.	
<p>Increase EAL parental engagement in reading/homework at home with their children</p> <p>Increase EAL parental participation in English lessons.</p> <p>Sharing parenting-coffee morning drop</p>	<ul style="list-style-type: none"> <li>Ensure dual language texts are shared with home</li> <li>Roll out training learnt from sharing parenting with our families by FSW.</li> <li>Encourage our parents in English lessons on offer</li> <li>Engage our EAL families in Interfaith week and a Multicultural bazaar,</li> </ul>	<ul style="list-style-type: none"> <li>Multilingual e book subscriptions purchased for 45 licenses for our EAL children.</li> <li>Attendance at coffee meetings.</li> <li>Lead Participators in Interfaith and multicultural bazaar.</li> </ul>	High	SM/BR/RW	Half termly	

ins targeted to our EAL parents.  Interfaith week Multicultural bazaar	celebrations from around the world.					
Ensure that positive role models from all relevant ethnicities are represented in the bespoke curriculum and in books around school. To work on pupils understanding of their own culture and heritage.  Recruit where possible more staff /Govs from a variety of ethnic groups to ensure role models for our EAL children.	<ul style="list-style-type: none"> <li>• Black History Month led by pupil leaders.</li> <li>• Explore identity and belonging with the staff and pupils.</li> <li>• Work with Governors and MAT to improve opportunities for recruitment of a high quality more diverse workforce.</li> </ul>	<ul style="list-style-type: none"> <li>• All children are inspired by the lives of people that they can identify with</li> <li>• Children can recognise injustice in society</li> <li>• CPD on identity and belonging</li> <li>• Children are confident to share about their own and others identity to promote understanding.</li> <li>• Children see positive role models in school.</li> </ul>	High	BR/NM/ RB	Termly	
Build on the success of inclusive sports and trips. Displays of girls/disabled/black in all curriculum displays.	<ul style="list-style-type: none"> <li>• Meet with representative parents of children with physical disabilities in Spring 2024 to plan sports day</li> <li>• Invite disabled sports person girl footballer into school.</li> <li>• Investigate fully disabled friendly trips.</li> <li>• Bespoke trips for those unable to access whole school trip.</li> <li>• Displays around school are inclusive and diverse.</li> </ul>	<ul style="list-style-type: none"> <li>• All children feel that they have had a chance to show their area of sporting expertise whether able bodied or disabled.</li> <li>• Any child with disabilities can access trips out with growing independence.</li> <li>• Diversity of representation in sports displayed in hall.</li> <li>• Diversity of representation in other curriculum displays.</li> </ul>	High	PE/NM	June 2023	
Extend the mental health offer to explicitly include staff /parents as well as children.	<ul style="list-style-type: none"> <li>• Training for new Senior mental health lead.</li> <li>• Wellbeing assemblies/events to continue to be a regular feature.</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys (staff, pupil and parent) reflect a positive picture of wellbeing across all stakeholders</li> </ul>	High	Rev R BR CE	Wellbeing Committee Meets half termly	

Broaden the offer to children	<ul style="list-style-type: none"> <li>• YMCA counsellor to take referrals for individuals.</li> <li>• Well being offer for staff documented and shared.</li> <li>• Clergy lunchtime drop in for staff.</li> <li>• FSW and Mental Health TA</li> <li>• Thrive practitioners-Right time development universal offer.</li> <li>• School council</li> </ul>					
To ensure that children and visitors with mobility difficulties are able to access all areas of the school and curriculum.	<ul style="list-style-type: none"> <li>• PEEPs written for any new children who are disabled</li> <li>• Individual curriculum adjustments made to include.</li> </ul>	<ul style="list-style-type: none"> <li>• Any child with disabilities and staff working with them know the safest route out of the building in event of an emergency evacuation.</li> <li>• Curriculum adjustments made for SEN children to access the curriculum effectively.</li> </ul>	High	SF/BR/RW	Ongoing for new starters and in year transfers	
To include all types of families/children in the school community accepting differences and celebrating individuality.	<ul style="list-style-type: none"> <li>• Fearfully and wonderfully made collective worship- add into programme reference to identity and belonging.</li> <li>• Diverse representation in library books and on display of different types of families etc.</li> <li>• PSHE curriculum coverage exploring individual choices and respecting others differences.</li> </ul>	List of topics covered in CW and a rolling programme of differences explored. Children see role models/characters who are like themselves or not like themselves and through stories and displays come to understand more. Opportunities for reflection and discussion in class in a safe space to explore respect and acceptance of peoples' individual life choices and views.	High	BR/SM/NM	Half termly	