

Equality objectives statement action plan

The Mount C of E Primary School's commitment to equality is in everything that we do. We are committed to equality in both employment and education provision. We recognise the diverse nature of our locations and services, and aim to ensure that students, parents, governors, employees, and those who may potentially join or visit the Mount C of E Primary School community, are treated fairly, and with dignity and respect. Our Equality Objectives should be read in conjunction with the School's Equality Policy which can be found on the website: www.mountcofeprimaryschool.co.uk. Any concern about any element of equality, inclusion or diversity across the school's community, should be reported to khall@mount.snmatt.org.uk.

Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
To promote cultural understanding and awareness by valuing and celebrating various cultures and religious beliefs amongst the different ethnic groups within our school community	- Celebrate diversity throughout the year through collective worship, displays and the curriculum - From September 2023 there will be a programme of celebrations and displays to mark important religious and cultural events - Our intent is to raise the whole school profile of cultural and religious events throughout the year to ensure our school feels like home for every member of our community	Headteacher/Deputy Headteacher	- Celebration of different cultures and beliefs throughout each academic year. - Visits to local places of worship and areas of interest to our community over the academic year.	Summer 2025

To ensure pupils understand why racist bullying is wrong; are appropriately sanctioned if they are perpetrators; and are supported if they are victims.	• To improve teaching around prejudice and bullying, with racism specifically being addressed – this will be done through collective worship and • To improve training for staff in how to handle incidents of racist bullying and support victims – this will be enacted as soon as possible.	Headteacher/All staff	The number of prejudice-related incidents of racist bullying will remain at a low.	To be reviewed in the Autumn, Spring and Summer terms.
To increase staff's understanding of equality and its implications on a day-to-day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.	• All staff to be aware of children in school and their protected characteristics. All staff to be in receipt of the Equality Policy and any training needs identified over the course of the academic year on the topic of equality, inclusion, and diversity to increase understanding of issues that exist within the education system and society more generally. • To monitor assessment and other data at regular intervals to ensure that children with protected characteristics are not	Headteacher/All Staff		Spring Term 2025

	falling behind.			
To increase experiences of all students to make them more aware of a range of opportunities so they may aspire to non-stereotypical professions.	• Where gender specific sports teams are run there should be as diverse a range of sports as offered to female and male students. • Where possible mixed gender teams will participate in all sports • Positive role models used to address inequalities e.g. career talks for Y5 and Y6. • Enrichment opportunities through class trips and educational opportunities to build on children's cultural capital. • Introduction of Enrichment afternoons where children will be given opportunities in a variety of activities to build on cultural capital.	PE Lead/All staff		
To ensure the school's governing board is representative of the school's local community.	• To consider whether the current governing board is able to sufficiently represent the cultural	The Chair of Governors and the Full Governing Body.	• The school's governing board will be able to account for the potential needs of all cultures and families when making decisions.	Autumn Term 2024/25

	needs of the school and it's community.			
To ensure all SEND students, have the reasonable adjustments they need in order to access the curriculum and make academic progress.	• Ensure that students have a Pupil Passport which gives clear and effective guidance to teachers on bespoke support measures • Ensure that whole school approaches enhance the accessibility of the curriculum for children with these disabilities • Work closely with students and their families to address any barriers to learning • Use data tracking to identify strengths and weaknesses in provision.	SENCo/All Staff	• Pupil Passports are being created through Motional software • Assessments have been undertaken to give students access arrangements for exams • SENCo to work along side staff to support curriculum delivery and assessment of SEND pupils. • We seek the involvement of external agencies to offer advice on individual cases • Staff training has been delivered by a dyslexia expert and an ASD expert	Autumn Term