

Richard Bonington Primary School.



**Equality Action Plan
Oct 2024-Oct 2027**

To be reviewed yearly

Objective	Action steps	Success criteria	Resources	Timescale	Monitoring
1. To ensure that pupils with SEND, Looked After children and those in receipt of Pupil Premium are given support to reach outcomes similar to national statistics.	<ul style="list-style-type: none"> • Plan support using the Pupil Premium Funding and SEN Funding. • Liaise with outside agencies for supporting children with disabilities, SEN needs and medical conditions. 	Pupils meet the individual targets set for them.	External funding Leadership time for SENCO	Ongoing.	Reviewed at each pupil progress meeting.
2. To celebrate diversity and increase pupil awareness and understanding	<ul style="list-style-type: none"> • Assembly programme to support British Values. • Careers lead to promote opportunities for children to learn more about career opportunities which challenge gender stereotypes. • PD team to create a calendar of diverse events for school to celebrate. • Appointment of an EAL coordinator to liaise with PD team to raise profile of EAL children and the diversity of our community's background. • Promote role models and heroes, who reflect and broaden the school's diversity in terms of race, gender and disability. • Display examples of successful people prominently on notice boards throughout the school. • Ensure that teachers use a wide variety of examples of role models in their lessons, engaging in positive discussions on diversity. 	Children's understanding of the local and global community is broadened. Children are tolerant of cultural diversity and celebrate difference. Children have an awareness of career opportunities that is not limited by stereotype.	Leadership time for EAL coordinator and Careers lead.	Ongoing	Termly meeting with PD/EAL/Careers leads to discuss progress.

	<ul style="list-style-type: none"> • Audit the literature spine to check for diversity. 				
<p>3. Ensure that all parents, regardless of their protected characteristics (e.g., disability, race, religion, sexual orientation), have equal access to communication, school events, and opportunities to be involved in school life.</p>	<ul style="list-style-type: none"> • Accessibility of communication: Provide school communications in various formats (e.g., large print, translated materials) to ensure inclusivity for parents with disabilities or language barriers. • Engage diverse communities: Create opportunities for parents from diverse backgrounds to engage with the school, such as holding community events that celebrate cultural diversity. • Support for parents with disabilities: Ensure that all school events are held in accessible venues and offer additional support where needed (e.g., transportation or sign language interpretation). • Parent feedback channels: Implement regular surveys and feedback mechanisms to assess the needs and satisfaction of all parents, with specific attention to those protected under the Equality Act. 	<ul style="list-style-type: none"> • Increased attendance and participation of parents from all backgrounds in school events and activities. • Positive feedback from parents indicating satisfaction with the school's inclusivity and support. 	<p>Questionnaire. Access to interpreters.</p>	<p>Ongoing</p>	<p>Result of questionnaires.</p>