

DUNNINGTON CE PRIMARY SCHOOL



SINGLE EQUALITY ACTION PLAN

Date of Policy:	February 2025
Date of Review:	February 2026
Member(s) of staff responsible:	Clare Thompson
Governor(s) responsible:	FGB
Signature of Chair of Governors:	
Date:	24.01.25

Single Equality Action Plan

Equality Strand	Action	Monitoring of impact	Person Responsible	Timescale	Success indicators
ALL	<p>To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.</p> <ul style="list-style-type: none"> ● To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion. ● Ensure that the curriculum promotes aspirational role models that young people positively identify with, which reflects and broadens the school's diversity in terms of race, gender and disability. ● Extend existing partnerships with Faith groups ● To ensure that those with management responsibility and individual staff accept responsibility for planning, organisation and delivery of appropriate educational material to ensure that this plan for equal opportunity is woven into all we do. 	<p>Increase in pupils' participation, confidence and achievement levels</p> <p>Learning Walks evidence a curriculum and learning environment that celebrates, reflects and broadens the school's diversity</p> <p>Pupil Voice evidence strong understanding of and respect of everybody within and outside the school community.</p>	<p>Headteacher and SLT.</p> <p>Subject leads.</p>	Ongoing	<p>Staff CPD will be provided for all staff to raise awareness and ensure thorough knowledge of and understanding of how to use curricular materials such as No Outsider' story books and Jigsaw Curriculum used throughout school to promote positive discussion around diversity and to challenge discrimination.</p> <p>Notable increase in participation and confidence of targeted groups</p> <p>Through a progressive RE curriculum, pupils learn about a range of world religions and worldviews. They learn how these are global faiths, and expressed in a variety of ways worldwide, in different cultures.</p> <p>Through a range of subjects, pupils encounter cultures and beliefs which vary from their own. They are tolerant and respectful, viewing themselves as global citizens in a diverse world.</p> <p>Active contributions from parents and others to enrich teaching, learning and the curriculum.</p>

All	To ensure that recruitment is fair and that all employees have equal access to training and professional development opportunities.	Monitoring, evaluation and review carried out by SLT. Staff voice evidences that staff feel they have equal access to training and development opportunities.	Headteacher and governing body	Ongoing	All recruitment within provision of the Equalities Act. All employees have equal access to jobs, training and development opportunities.
All	To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their gender, race, age, ethnicity, disability, religious beliefs, sexual orientation or personal circumstances.	Increase in pupils' participation, confidence and achievement levels Learning Walks evidence a curriculum and learning environment that celebrates, reflects and broadens the school's diversity Pupil Voice evidence strong understanding of and respect of everybody within and outside the school community. Staff voice evidence that equal opportunity and principles of fairness CPOMS logs reflect reduction in incidents of prejudicial behavior and appropriate actions when prejudicial behaviour has occurred.	Headteacher SLT Governing Body	Every term through reports to Governors and Trustees	Notable increase in participation and confidence of targeted groups Pupil and staff voice evidence equal opportunity and principles of fairness. CPOMS logs reflect appropriate awareness, action and challenge for any incidents of prejudicial behaviour.

		The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents.			
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates value added.
Gender Equality Duty	Extend opportunities for developing girls' confidence in maths.	<p>Increased participation in lessons.</p> <p>Increased participation in extra curricular sports clubs.</p> <p>Increased proportion of girls making expected/ accelerated progress and achieving greater depth.</p>	Maths lead	Ongoing	Data reflects progress for this group and a narrowing of the gender gap.
Disability Equality Duty	Ensure the curriculum is accessible for all through quality first teaching. Ensure all staff have training in and experience of successfully adapting the curriculum to meet individual needs.	<p>All staff receive CPD and are trained to facilitate support.</p> <p>Learning walks evidence quality first and adaptive teaching.</p> <p>Data trawls show that children on the SEND register are making expected progress.</p>	Special Educational Needs & Disabilities Coordinator	Ongoing	<p>Staff confidently use adaptive teaching strategies to target individual needs.</p> <p>Progress data shows pupils on the SEND register are making good progress, both academically and against their individual targets.</p>

