

Equality Action Plan 2025

Protected Characteristic	Intended Outcome	Actions towards	When	Lead	Resources	Impact / Review	RAG
All	Staff, governors and parents are aware of the Equality Plan and Policy. Staff and governors are aware of their responsibilities. All stakeholders have the opportunity to contribute to the Equality Action Plan. (Standing Action)	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. Write a report on the progress of the Equality Action Plan in 2024 and share with parents. Share report with LMC at LMC meeting. Report to include: <ul style="list-style-type: none"> ▪ Have the action points been carried out? ▪ What has been the impact of these action points? Include School Ministers in review to gauge pupil opinions. Include equality question as part of annual stakeholder review. Ensure the Equality Plan continues to be discussed as relevant at staff and LMC meetings. Ensure LMC are aware of their responsibilities to promote equality and eliminate discrimination and harassment, as outlined in the scheme	Dec annually Dec annually Annual review ongoing	CW CW AC AC CW			
All	Increase pupils' awareness of diversity. (Standing Action)	Ensure that the curriculum positively promotes diverse role models and heroes. Reading spine promotes and celebrates diversity. Ensure that displays promote diversity. Ensure assemblies promote equality and include positive content and images which celebrate diversity. Encourage children's voices and contribution to reflections on diversity.	Ongoing	AC CW BC			
Race	Further develop pupils'	Find ways to help children develop their		AC			

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	understanding of diversity and of Britain as a multi-cultural society.	understanding of the diversity / multi-cultural nature of society within Britain. Look at the curriculum and consider changes to further enhance the diversity within it. Black History Month to focus on culture and diversity in Britain. Connect with other schools in England with a broader experience of diversity than we have here at Alverton. Consider how to use people within the school community to further enhance pupils' knowledge and understanding. Continue to work with the Diversity and Inclusion working party to ensure the views of stakeholders are included.					
Disability	Emergency and evacuation systems are accessible to all (Accessibility Plan)	The nursery fire alarms are visual as well as audible. Nosings to be repainted yellow as needed.	asap	GA NS KS			
Disability	Ramps and steps are adequately lit (from Accessibility Plan)	Consider whether additional lighting is needed in the car park. Ramp from car park is adequately lit.	Spring	GA NS			
Disability	Accessible signage is used throughout the site. (from Accessibility Plan)	Review the signage around the school to ensure that this is sufficient and clear.	Spring	GA NS VG	tbc		
Disability Race	Information provided is accessible for all (particularly thinking about those families for whom English is an additional language).	As needed: Be aware of the services available through the LA for converting written information into alternative formats, including for those for whom English is an additional language. Use the services of the LA to support	ongoing	NS CW VG			

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	(from Accessibility Plan)	communication where needed for those families for whom English is an additional language.					
Disability	Ensure that staff who need to use the lift understand how it functions. (from Accessibility Plan)	Ensure that staff working with children who need to use the lift have adequate training in its use (when applicable)	As needed	HH GA			
Disability	Staff are trained to enable full access to the curriculum for all pupils. (from Accessibility Plan)	Provide a range of training in relevant areas of SEND (eg Pathological Demand Avoidance). Continue to ensure that opportunities are taken for staff to update / undertake training to support pupils' individual needs, especially focusing on those staff who work directly with these children. Ongoing guidance from specialists eg physiotherapists, OT, behaviour support etc.	Ongoing	HH LS			
All	Targeted, small group and/or individual activities are delivered to improve self-esteem, confidence and social skills. (from Accessibility Plan)	If budget allows look to employ a HLTA to deliver Forest Schools. Small music groups from January 2025 to complement and further enhance pastoral provision.	Ongoing	AC NS SW			