Public Sector Equality Duty Action Plan 2025/26

Objective/Rationale	Strand	Details of work to be undertaken:	Staff	Time scale	Resources/Time	Monitoring/Success Criteria
Ensure all stakeholders are aware of the Public Sector Equality Policy to maximise impact.	R, G, D	• Revisiting Policy with Governing Body on annual basis. • Revisit with staff during staff meeting and INSET day in September and/or through staff bulletins. • Include section in staff handbook. • Inform parents of the Policy annually and publish on the school website. • Inform community groups of the scheme annually.	L Team /staff, Governors	All actions completed by Nov 25	INSET time to prepare Governing Body meetings	All stakeholders aware of the scheme and their responsibilities.
Ensure ease of access to information	R, D	• Make sure that information and material for parents and guardians is written clearly and provide support in making information accessible (where requested) in other formats/languages if necessary. • Purchase a language translator device to be used when speaking to parents if required. • Present information in a written format and online. • Ensure parents are aware that the website can translate page information into various languages.	L Team/ support staff L Team	Ongoing	As requested	Parent questionnaires indicate needs of families being met. Consider translation when adding pages or documents to the website.
To identify the needs of stakeholders to inform future plans.	R, G, D	• Continue to gather information via parent questionnaire on how well the school accommodates their family needs and any further improvements that could be made to ensure the school meets their needs better. • Send questionnaires/staff speak to new starters regarding their families' needs. • Seek views of staff through various feedback processes. • Seek feedback from community users.	L Team	Annually	Time to collate information gathered	School aware of needs of stakeholders to inform future plans.
To minimise instances of all types of bullying, racial abuse and harassment.	R, G, D	• PSHE Curriculum – particular focus on relationships element. • Cover respect for all through PSHE, assemblies and school ethos. • Continue to review the Behaviour Policy, Relationships Policy and Anti-Bullying Policy annually. • Ensure all stakeholders know the policy and procedures for dealing with racist or homophobic incidents via regular updates, staff handbook, newsletters and Governors' reports. • Ensure staff know the support and procedures in place for dealing with any staff grievances.	All staff/ L Team L Team/all staff	Ongoing	Curriculum time Time	Few/no incidents of bullying, racist abuse and harassment. Staff following correct procedures and incidents dealt with appropriately. Racist incidents reported to the governing body and local authority on a termly basis

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Identify groups and aim to remove barriers to learning linked to poor attendance	R, G, D	• Continue to review the Attendance Policy annually and monitor attendance for all pupils regularly. • Pro-actively seek to improve attendance using rewards, phone calls and 1-1 meetings and not sanctioning extended holidays during term-time. • Serve penalty notices to deter unauthorised absences.	Governors/ L Team/ admin	Ongoing termly	Time to monitor	Aim for 96% attendance for 2025/26 with reduced figures for persistent absence.
To ensure equality of opportunity related to curriculum provision.	R, G, D	• Continue to include the experience of a wide range of other cultures as part of the curriculum. • Introduce careers program across school to elevate gender stereotyping. • Continue to develop links with contrasting schools. • Feature positive images of people from different cultures, different types of families or with disabilities and without gender stereotype. • Make use of visiting speakers and positive role models from the community to promote positive images. • Review curriculum policies to ensure they promote equality of opportunity for all. • Ensure ideas and images in books and other resources, challenge negative images and promote positive images	All staff Leaders All staff All staff All staff Subject Leaders	Ongoing	Time to review curriculum and plan in INSET/ staff meetings Time to review	Opportunities evident in planning. Annual events such as Black History Month, Deaf Awareness Week, ADHD, Dyslexia are used to raise awareness of issues around race, disability and gender./SEND
To ensure equality of opportunity related to standards and progress.	R, G, D	• To raise the achievement and progress of children in our 'vulnerable groups' (Free School Meals,English as an Additional Language and Special Educational Needs and Disability) • To increase the participation of children from under-represented groups in extra-curricular activities (eg encouraging girls' football, participation of disadvantaged/SEND children in all clubs). • Continue to monitor progress on an individual basis at least termly for all pupils • Scrutinise data by gender, ethnicity and SEN status on at least an annual basis. • Plan appropriate support to challenge any under-performance.	All staff/ L Team All staff Subject Leaders	Ongoing	Each Term Each Year	Good progress made by all pupils with Interventions planned to meet specific needs where necessary. Attendance at clubs includes children from vulnerable groups.

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Plan effectively for transition	R, G, D	• Plan sessions for transition between each key stage and between year groups in EYFS. • Plan sessions for every class to familiarise themselves with new staff and new classrooms • Work with secondary schools to ensure a smooth transition for Y6 leavers. • Ensure children with additional needs have extra transition either internally or high school.	SLT/Teaching staff	Ongoing	Annually in summer term	Monitored during the summer term
Ensure equality of opportunity related to employment	R, G, D	• Job adverts to include a statement that encourages applications from BAME. • Ensure steps are taken to meet disabled people's needs if they are equal candidates in all other features. Interview all disabled applicants. • Governors invited to sit on panel for all teaching positions.	Admin L Team/ governors	Within one month of appointment Ongoing	Time to train	All procedures related to equality in employment understood and followed.

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Ensure equality of opportunity related to development and progression in school,		• Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 • CPD for all staff on professionalism and supporting colleague. • Advance equality of opportunity between people who share a protected characteristic and people who do not share it. • Governors to monitor ECTs and their development. • Foster good relations between people who share a protected characteristic and people who do not share it • Exit interviews for all staff that are leaving	Admin L Team/ governors	Within one month of appointment Ongoing	Time to train	All procedures related to equality in employment understood and followed. SLT to challenge any negative stereotypes. Staff survey where staff feel comfortable to share and raise views. Ensure all stakeholders are included in events. Evaluation of information gained from exit interviews.
Ensure specific needs of staff and pupils are fully understood and met	R, G, D	• Write risk assessments, class action plans, PEPs Provision Maps, EHCP etc. for pupils with specific needs, including medical needs. • Write risk assessments, PEPs, for staff needing additional consideration e.g. linked to pregnancy, medical needs etc. and refer to OHU if necessary following absence or injury.	All staff L Team/ admin	Ongoing – revisit with staff annually in September.	Time to prepare plans	Plans in place and followed to support pupils and staff. Needs understood and met.

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Aim to support families as fully as possible	R, G, D	• Continue to fund Speech and Language sessions to ensure high levels of access to provision. • Continue to provide Behaviour support (BBSS) who can provide individual support for families. • Seek ways to remove stigma attached to accessing external agencies. • Raise awareness of available support services through referrals, workshops, newsletters and publicity. • Guide parents to support for housing, benefits, free school meals, health referrals, support workers and charities.	L Team, admin	Ongoing	Time to liaise with families. HLO time.	External support accessed to support families. Parents aware of support available and good take-up rates evident.
Ensure progress is made towards making the school more accessible to all	R, G, D	• Continue to revisit and update accessibility plan.	SLT/Governors	Annually	See plan	Plan implemented