

All Saints' CE Primary Equality Objectives Action Plan: September 2024 – March 2026

Staff responsible: Katie Hammond, Natalie McManus, Senga Macro, Sue Morris. Governor responsible: Rachel Wood
Monitored once a term by the LGB Equality Committee

Together – Included – Involved – Inspired

Equality Objective	Action Required	Success Criteria	Lead	Achievements
TOGETHER				
1) Communication Improve communication for our EAL families.	- set up bilingual ambassadors. - Makaton training - translatable PDFs - introduce Widget	- evidence that bilingual children & parents are valued by others. - evidence of visual communication methods complementing English vocabulary development. - evidence of Widget in use.	KH SM RW	- Makaton training booked for Summer term - Bilingual Ambassadors recruited in September - Widget used (need to re-subscribe)
2) Opportunities for parents to join in school life.	- target particular parents for particular activities and invite them to take part. - each term hold one event for parents (linked to values) - parents' races at sports days - coffee mornings for parents - in school toddler group for Sept; invite ASUF	- evidence of parents taking part in events & meetings - knowing parents by name	KH RW RO	parents' races planned for summer term
INCLUDED				
3) All types of families & children included in the school community; understanding and sharing identity; accepting differences and celebrating individuality.	- engage EAL families in Interfaith Week & Multicultural Bazaar & other celebrations from around the world. - add 'identity and belonging' to programme of 'Fearfully and Wonderfully Made' collective worship - develop pupils' understanding of their own culture and heritage by exploring identity and belonging with staff and pupils. - PSHE curriculum coverage exploring individual choices and respecting others' differences.	- numbers of parents and children attending Interfaith Week and Multicultural Bazaar and taking part in the activities. - evidence of other celebrations taking place. - evidence of a wide range of topics covered in CW and a rolling programme of differences explored. - evidence of opportunities for reflection and discussion in class in a safe space to explore respect and acceptance of peoples' individual life choices and views. - evidence that children can identify role models/characters who are like or not like themselves and are understanding more through stories and displays.	SM KH AB NM RW	- excellent attendance at Multicultural Bazaar - Y4 had parent to talk about their religion for Interfaith Week 'Identity and Belonging' collective worship 1ce a term
4) Adapted Curriculum for disadvantaged pupils & children with SEN &/or EAL to enable them to reach age-related expectations	- research adaptive strategies - implement Walkthru	evidence of adaptive strategies in place across the curriculum	KH NM RW	Walkthru training started in Jan; KH and NM to be accredited by Easter; teacher and TA training started.

INVOLVED				
5) Engagement of EAL parents (esp. in homework or reading with their children at home.	ensure dual language texts are shared with home	positive progress for children with EAL.	SM KH RW	dual language texts have been shared with home where possible (more texts needed)
6) Wellbeing: extend the mental health offer to explicitly include staff /parents as well as children. Broaden the offer to children	- wellbeing assemblies/events to continue to be a regular feature. - wellbeing offer for staff documented and shared. - Church members available to offer counselling for staff. - Prayer meeting 1st Monday of every month. - Wellbeing Warriors. - FSW and Mental Health TA - School Council	surveys (staff, pupil and parent) reflect positive wellbeing for all stakeholders	KH SM RW	1 whole-school myHappyMind (mHm) CW/term; 1 mHm session in class weekly - Wellbeing plan displayed in staff room - Staff prayer meetings began in Feb - Wellbeing Warriors recruited - FSW and Mental Health TA 2ce/wk - School Council elected in Oct
INSPIRED				
7) Positive role models who reflect the diversity of our children (e.g. ethnicity; gender) in: - the curriculum - books & displays - workforce & LGB.	Black History Month led by HT and pupil leaders; use of 'Great Big Live Assemblies' to see what other schools are doing to broaden experience.	evidence that children are aware of positive Black role models.	KG NM GS	- Black History Month in Oct - current displays show diversity 2 newest governors bring gender balance to 4m:6f
	curriculum displays and books around school are inclusive and diverse, showing girls and boys, people with disabilities and people of diverse ethnicity.	diversity clearly represented in sport displays in hall and in other curriculum displays, and in books.		
	work with Governors and MAT to improve opportunities to recruit a high-quality, more diverse workforce and LGB.	an increasingly diverse staff and governing body.		
8) Build on the success of inclusive sports and trips.	invite disabled sports person / female footballer into school.	all children feel that they have had a chance to show their area of sporting expertise whether able-bodied or disabled.	PE NM	all trips have been appropriate for our disabled pupils
	- investigate fully disabled-friendly trips. - bespoke trips for those unable to access whole school trips.	any child with disabilities can access trips with growing independence.		

Updated: 15 Mar 2025