

Equality Objectives Action Plan

Sept 2025 - Sept 2028

Staff responsible: Natalie McManus, Katie Hammond, Emily May; Governor responsible: Rachel Wood

This Equality Objectives Action Plan sets out how the school will promote equality, eliminate discrimination, and foster good relations in line with the Equality Act 2010 and the Public Sector Equality Duty. The plan will run for 3 academic years (Sept 2025 to Sept 2028).

Context: All Saints' is a 1-form entry primary school serving a diverse community, with a significantly high proportion of pupils who speak English as an Additional Language (EAL). Many pupils with EAL join the school at non-standard points in the academic year, often with very limited English and interrupted or fragmented prior learning. A further contextual factor is high pupil mobility. Stability has been well below national average over the past 3 years, which presents challenges for continuity of learning, assessment, inclusion, and pastoral support. These two factors strongly shape our equality priorities and approach. **The school is committed to ensuring that all pupils, families, and staff are treated fairly, have equitable access to opportunities, and feel welcomed, respected, and valued.**

All the Equality Objectives in this action plan have high priority.

Equality Objectives 2025-28	Lead	Action Required	Outcome Sought	Success Measures	Impact
1: Improve access to education and learning for pupils with EAL, particularly those joining mid-year	SLT, EAL Lead	• develop a structured induction programme for pupils joining at non-standard points • use baseline assessment tools appropriate for pupils new to English • provide targeted EAL interventions focused on language acquisition and curriculum access • train staff in strategies for supporting pupils with EAL and interrupted learning	Pupils who speak EAL, including those with interrupted prior learning, are supported to access the curriculum, make progress from their starting points, and feel a strong sense of belonging.	• improved progress from baseline for pupils with EAL • positive pupil voice feedback on belonging and confidence • reduced gap between EAL and non-EAL pupils over time	
2: Reduce disadvantage and barriers for pupils with disabilities and SEND, including those who also speak EAL	SENDCo, SLT	• ensure timely identification of SEND for pupils with EAL using graduated response • strengthen collaboration between SENDCo and EAL provision • provide staff training on distinguishing language acquisition from learning difficulties • ensure reasonable adjustments are consistently implemented	Pupils with disabilities and SEND are accurately identified, supported early, and enabled to make strong progress regardless of language background or mobility.	• clear SEND identification and review records • improved outcomes for pupils with SEND and EAL • parent confidence in SEND support	
3: Strengthen	DSL,	• maintain robust transition and admissions	Mobile pupils experience	• swift completion of	

inclusion, wellbeing & safeguarding for pupils experiencing high mobility or instability	SLT, Pastoral Lead	procedures for in-year admissions • ensure safeguarding checks and pastoral assessments are prioritised on entry • allocate key adults or mentors for vulnerable or newly arrived pupils • monitor attendance and wellbeing closely for mobile pupils	smooth transitions, consistent support, and equitable access to pastoral, academic, and enrichment opportunities.	safeguarding and baseline assessments • improved attendance and engagement • reduced incidents linked to transition difficulties	
4: Improve engagement, communication & partnership with families from diverse linguistic, cultural & religious backgrounds	SLT, Office Staff	• provide translated materials and interpretation where appropriate • use multiple communication methods to reach families • offer workshops or meetings to explain school systems and expectations • build links with community organisations and support services	All families are able to engage meaningfully with the school, understand expectations, and contribute to their child's education.	• increased parental participation in meetings and events • positive parent feedback • improved home-school communication	
5: Promote an inclusive school culture that reflects diversity, challenges prejudice & supports equality for all protected characteristics	SLT, PSHE Lead	• embed equality and diversity through the curriculum and assemblies • celebrate languages, cultures, and faiths represented in the school community • ensure behaviour and anti-bullying policies explicitly address prejudice-related incidents • provide regular staff training on equality and unconscious bias	Pupils and staff demonstrate respect, understanding, and positive attitudes towards difference, and discriminatory behaviour is actively challenged.	• pupil understanding of diversity and equality • low incidence of discriminatory behaviour • staff confidence in addressing equality issues	

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Monitoring and Review

This action plan will be reviewed and updated as necessary to respond to emerging needs, informed by pupil progress data, attendance, behaviour records, and stakeholder feedback.

Progress against the action plan will be monitored annually by the Senior Leadership Team and the Local Governing Body.

The action plan will be published on the school website and shared with staff.