

Cropwell Bishop Primary School Equality Action Plan 2024-26

Objective	Action Steps	Success criteria	Resources	Timescale	Monitoring
To ensure that pupils with SEND, Looked After Children and those in receipt of Pupil Premium funding are given support to reach outcomes similar to National Statistics.	Plan support using Pupil Premium Funding & SEN funding. Liaison with outside agencies for supporting children with disabilities, SEN and medical conditions.	Pupils meet individual, end of year targets.	External funding Leadership time for SENco/Assessment Lead Support from outside agencies eg SALT, RPBP, SFSS'	Ongoing – termly basis	Termly monitoring of progress data. Class Teachers/SLT Pupil Premium Lead SENCo Headteacher
To ensure staff are aware of the school's procedure for dealing with prejudice-based incidents.	Procedures and recording on CPOMS shared with staff Staff clear of their responsibilities relating to prejudice-based incidents Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia Promotion of hate incident recording to students during antibullying week In DAart – Y6 pupils learn about protected characteristics and hate crimes/hate incidents	All staff clear on their duty and responsibilities Students feel safe in school, pupils know who they can report to and feel confident to report any incidents that arise	SLT & Anti-bullying Lead Anti-bullying week	To be revisited on an annual basis – autumn term INSET day.	Reported back to FGB via HT report
To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Share news stories about people who have achieved in different roles and which challenge stereotyping Equal access for sport (football) Celebrate national girls football day	All children feel they can have opportunities and achieve in any area of life regardless of gender	Picture News Rushcliffe sports partnership Wellbeing days	Ongoing	SLT Headteacher
To celebrate cultural diversity and increase pupil awareness and understanding.	Ensure these themes are woven into curriculum provision – RE, PSHE, Geography, English – and special days/events are celebrated.	Children's understanding of the local and global community is broadened.	Staff meetings linked to curriculum planning	Ongoing - annual basis	Headteacher/DHT

	Wellbeing days Monday assemblies (British values – mutual respect) Value ambassadors SLT to ensure assemblies address this theme.	Children are tolerant of cultural diversity and celebrate difference.	PSHE/Jigsaw annual subscription		Report to FGB – curriculum reports, HT report
To embed SRE curriculum – (PSHE Association) ensuring we are guided by the nine principles of equality.	Ensure all resources are available to staff responsible for delivering the SRE curriculum.	Curriculum is in place and being effectively delivered. Parents and carers aware of school policy regarding SRE and able to support their child's learning. Children better equipped to make and maintain relationships with others and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.	PSHE curriculum – as outlined in SRE policy	Annual review – summer term	Work scrutiny Planning scrutiny PSHE subject leader/ headteacher
To better understand the needs of disabled parents/carers within our school community Improved access and communication with disabled parents/carers	Review information that is sent home to parents/carers. Make all information home to parents more accessible and less wordy. Gather and record information relating to disabled parents in order to best provide access to school communications and events.	Improved access and communication with disabled parents/carers All in our school community feel equally involved and supported	SLT/office mtg time as required Staff mtg time as required	Annually	SBM SLT/Headteacher
To increase social and emotional skills for pupils/students with social, emotional and mental health needs	Plan programme of well-being days CPD for staff in strategies to teach children Student to access ELSA Teachers identify children for intervention/support groups	Pupils know how to self-help Improved ability by pupils/students to handle difficult situations Pupils build resilience	Funding for external providers on well-being days	Annually	SLT Headteacher

	MHST workshops				
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