Worth Valley Primary School

Equalities Action Plan

Action	Responsibility	Timeframe	Success Criteria	Resources Needed	Steps
Objective 1: Narrow (and eliminate) any gaps in attainment between different groups of children (including gender, ethnicity, disadvantaged, SEND, and EAL)					
1.1: Monitor and analyse pupil progress and attainment by gender, ethnicity, disadvantaged, SEND, and EAL.	Senior Leadership Team (SLT), Class Teachers, Inclusion Coordinator, PiXL Raising Standards Lead.	Ongoing, with termly reviews	Data shows a reduction in attainment gaps between different groups.	Data analysis tools, training for staff on data interpretation, time allocated for data review meetings. Pixl *'Implications for Teaching'* reports.	Collect and input data on pupil progress and attainment. Analyse data to identify trends and gaps. Share findings with relevant staff and stakeholders. Develop action plans to address identified gaps.
Action 1.2: Implement targeted interventions for groups identified as underperforming.	Class Teachers, Teaching Assistants, Inclusion Coordinator, SENCO.	Ongoing, with termly reviews	Improvement in attainment and progress for targeted groups.	Intervention programs, additional support staff, training for staff on intervention strategies.	Identify pupils needing targeted interventions. Develop and implement intervention plans. Monitor and review the effectiveness of interventions. Adjust interventions as needed based on progress data.
Objective 2: Analyse attendance data of key groups of pupils (including gender, ethnicity, disadvantaged, SEND, and EAL) to ensure any barriers to good attendance are identified and addressed					
Action 2.1: Regularly monitor the attendance of key groups of pupils (including gender, ethnicity,	Attendance team, SLT, Class Teachers.	Weekly monitoring, with termly reviews	Improved attendance rates for key groups.	Attendance tracking software, time allocated for attendance review meetings.	Collect and input attendance data. Analyse data to identify patterns and trends. Share findings with relevant staff and

disadvantaged, SEND and EAL).					stakeholders. Develop action plans to address attendance issues.
Action 2.2: Identify and address barriers to good attendance for key groups.	Attendance team, SLT, DSLs.	Ongoing, with termly reviews	Reduction in absenteeism for key groups.	Support services (e.g. Early Help, family support workers), training for staff on attendance strategies, resources for addressing specific barriers (e.g., transport, uniform).	Identify barriers to attendance for key groups. Develop and implement strategies to address these barriers. Monitor and review the effectiveness of strategies. Adjust strategies as needed based on attendance data.
Objective 3: Promote positive images and attitudes towards those with protected characteristics – focus across all 9 areas and other groups (age, disability, race, gender reassignment, marriage/civil partnership, pregnancy/maternity, religion/belief, sex, sexual orientation, and health needs/mental health)					
Action 3.1: Continue to promote positive attitudes through selecting class texts and independent reading books throughout school by reviewing current stock of texts used in the library against the protected characteristics.	Librarian, Class Teachers, Safeguarding and Welfare Officer.	Annual review, with ongoing updates	Increased diversity in library and classroom resources.	Budget for new books, time for reviewing and selecting texts.	Review current stock of texts in the library and classrooms. Identify gaps in representation of protected characteristics. Select and purchase new texts to fill these gaps. Promote new texts to staff and pupils.

Action 3.2: Ensure a range of books and resources are available for assemblies and key themes across the year (e.g., Black History Month, International Women's Day, World Autism Day, etc.).	SLT, Assembly Coordinators, Class Teachers	Ongoing, with annual planning	Successful integration of diverse themes in school assemblies and events.	Budget for resources, planning time for assemblies.	Plan a calendar of key themes and events. Select and prepare resources for each theme/event. Deliver assemblies and events. Evaluate the impact of assemblies and events.
Action 3.3: Liaise with subject leaders to monitor inclusion and evidence of diversity strands throughout wider curriculum planning.	Subject Leaders, SLT, English leads, Personal Development Team.	Ongoing, with termly reviews	Evidence of diverse and inclusive curriculum planning.	Time for curriculum review meetings, training for staff on inclusive practices.	Review curriculum plans for evidence of diversity and inclusion. Provide feedback and support to subject leaders. Implement changes to curriculum plans as needed. Monitor and review the impact of changes.
Objective 4: Respond to racist, homophobic, sexual, and bullying incidents. Analyse information in order to identify any patterns. Take immediate action where necessary; following school behaviour policy					
Action 4.1: Analyse information to ensure patterns in behaviour are not repeated.	SLT, Class Teachers, pastoral team.	Ongoing, with termly reviews	Reduction in incidents and recurrence of negative behaviours.	Incident tracking system, time for analysis and review meetings	Collect and input data on incidents. Analyse data to identify patterns and trends. Share findings with relevant staff and stakeholders. Develop action plans to address identified patterns.

Action 4.2: Ensure parents are contacted and are satisfied with the school's actions.	SLT, Class Teachers, pastoral team.	Immediate response to incidents, with follow-up as needed	Positive feedback from parents regarding incident handling.	Communication tools, time for parent meetings.	Contact parents immediately following an incident. Provide parents with details of the incident and actions taken. Follow up with parents to ensure satisfaction with the school's response. Document parent feedback and any further actions needed.
Action 4.3: Report incidents in the Headteacher's report to governors.	Headteacher, SLT	Termly reports	Transparent reporting and accountability to governors.	Time for report preparation, incident data.	Collect and compile data on incidents. Prepare a report for governors. Present the report to governors at termly meetings. Address any questions or concerns from governors.