

## Winslow CE School Equality Objectives and Action Plan



Objectives	Actions	Staff member <i>Who will do this?</i>	Date <i>to be achieved by</i>	Success criteria <i>How will you know when it has been achieved – what will success look like?</i>
<p><b>To provide an environment that welcomes, protects and respects diversity ensuring Winslow CE School is inclusive to all children regardless of ethnic group.</b></p>	<p>Review and purchase of books to enhance the PSHE curriculum and allow wider variety of books to be available for teachers and children.</p> <p>To actively challenge pupils thinking through the use of Challenging Prejudice questions termly throughout the school.</p>	<p>KE/JW</p> <p>SLT</p>	<p>July 2025</p> <p>July 2026</p>	<p>Books being used and talked about through pupil voice. All children feel welcome and part of Winslow CE School family.</p> <p>Children able to give examples where discrimination could take place and discuss why it needs eradicating</p> <p>Children show everyone is welcome and children can give examples of how to live so that discrimination is eradicated in all its forms.</p>
<p><b>To promote role models that young people positively identify with, who reflect and broaden the school's increasing diversity in terms of race, gender and disability.</b></p>	<p>Collective Worship introduces and explains key figures of importance throughout year relating to school values.</p> <p>Visitors to the school from the parent and wider community engages and promotes positive role models and careers.</p> <p>Books purchased for classrooms to use and talk about people today and in history who have made a difference in tackling diversity issues.</p> <p>English units planned through the school identify key people where diversity has been an issue</p>	<p>SLT</p> <p>MW/HT</p> <p>Subject Leaders</p>	<p>July 2025</p> <p>July 2025 and ongoing</p>	<p>Visitors to school each term.</p> <p>Collective Worship contains individual stories of role models.</p> <p>Wider variety of visitors for children to talk about. Focus -specific diverse need matched to needs of school at the time.</p> <p>Each area of diversity covered with people described in Collective Worship and visitors to schools, English/PSHE lessons.</p> <p>Children experience a broad and diverse curriculum.</p>

<p><b>To support disadvantaged pupils to make expected or better progress in reading, writing and maths so the gap with others is diminished.</b></p>	<p>Subject Leaders and SLT analyse data overtime to understand the gaps between disadvantaged pupils and other pupil groups in different subjects.</p> <p>Review planning to ensure it inspires and engages disadvantaged pupils.</p> <p>Half termly Pupil Progress meetings to review progress for all children.</p> <p>Pupil Voice activities to ascertain opinions of reading, writing, maths.</p>	<p>SLT/Subject Leaders</p>	<p>ongoing</p>	<p>Know the trends overtime by reviewing the planning opportunities and tracking pupil progress.</p> <p>Data outcomes show that the attainment gap between disadvantaged pupils and non-disadvantaged pupils is narrowing.</p>
<p><b>To provide opportunities for pupils to appreciate their own culture and to celebrate the diversity of other cultures, to prepare them for life in a diverse society.</b></p>	<p>Sharing books available in school to highlight diversity of family groupings, homelessness, feelings, understanding different community groups.</p> <p>Charity Fundraising events focused on supporting Wider Communities as well as UK Charity fundraising Children in need/Comic Relief</p> <p>Visitors to school/the Bridgebuilder Trust assemblies.</p>	<p>SLT/All staff</p> <p>MW/HT</p>	<p>July 2025</p> <p>Ongoing</p>	<p>Through pupil voice children able to talk about different communities-what makes them same/different and what we can do to help others.</p> <p>Children aware of communities within UK and the wider world through inter school links.</p> <p>Pupils secure in knowledge of different communities and how they live. The curriculum reflects opportunities for children to find out about a range of different communities.</p>

Last updated (date): November 2024

By: Headteacher and FGB