

**Worle Village & St Martins C of E School Primary School Equalities Action Plan 2025-2029**  
**For Single Equality & Community Cohesion**

<b>Objective</b>	<b>What we will do</b>	<b>Measure of Success</b>	<b>Who is responsible</b>	<b>Timescale</b>
Governors monitor the Equality & Community Cohesion Plan	Agenda item on FGB meetings and monitor the impact of the objectives set with an end of year Annual review.	Designated governor (COG), EHT & HOS report back to Governing Body at each meeting with an annual review. Check actions and impact at the end of each meeting.	Ryan Gillett & Mark Preddy –COG Tracey Thomas & Rachel Jones- HOS Susan Elliott- EHT	6x Gov meetings Annual review July
Ensure that all members of the school community are aware of the 2010 Equality Act, the schools statutory duties and how it can help them and the children.	Deliver staff and Governor training during an INSET day. Consult the community making sure all parents/ carers are aware and involved. Place information on the school website as well as paper copies with large text or different language if needed.	-Training delivered to staff and Governors so they have a better understanding of their responsibilities in respect to equality. -Parents/ carers and pupils well informed.	Senior Leadership team. Sue Elliott EHT Rachel Jones & Tracey Thomas –HOS Website updated by Office Admin team	New website December 2025
Investigate and understand the issues that are specific to Worle Village Primary & St Martins C of E and narrow the gap of achievement between vulnerable groups and non disadvantaged pupils, including gender.	Explore why more able boys are not achieving as well as more able girls in maths and writing and why more able girls are not performing as well as more able boys in reading. Explore why our free school meals pupils are attaining more than our non free school meals pupils and the achievement gap is closing more for them. Discuss vulnerable groups including SEND during Pupil progress meetings to ensure good progress is made from starting points..	We have a good understanding which can be reported to Governors reasons for underachievement and identify strategies to improve attainment. Report to Governors about improvements and impact of interventions. Teachers aware of pupils in vulnerable groups and improve attainment with quality first teaching and differentiation.	Equalities Gov. Exec Headteacher and HOS  All teachers ensure equality of provision.	Ongoing through out the year Pupil progress check ins termly  Learning walks weekly focus on vulnerable pupil provision
To effectively represent Black/minority ethnic pupils and make pupils aware of multicultural/ multi-ethnic Britain.	Ensure ethnic minorities within school are involved: pupils and their parents/ families. Ensure resources/ displays include examples of multiethnic/ multicultural people (including age and disability.)	Vulnerable groups attaining in line with all pupils. Staff engaging with parents of pupils of black or minority ethnic groups and provide support if needed. No racial incidents occurring or being reported.	SLT monitor/ track groups.  All staff engage parents/ carers. HOS tracks any racist incidents in logs- report to	Three times per year. Oct, Feb & June EAL assessments annually

	Ensure they are not discriminated against due to colour, ethnicity, language difficulties etc through tracking of vulnerable groups. Create a user friendly, annual stakeholder review/consultation process which is reviewed.	All pupils and families feel valued and equally represented. Effective school questionnaires which collect all equality data required. All stakeholders contribute to the review process. Sanction policy – racism incidents lead to the highest sanction	CEO  Staff report on Safeguard.  SLT to initiate questionnaires and review.  All stakeholders respond to questionnaire.	Anti bullying-week / Red for Racism November annually British Values termly in curriculum and assemblies
To ensure all SEND pupils make appropriate progress.	Review ways SEND pupils are supported. Access for parents on Provision map. SENCO report annually to Governors. HOS include SEND information in Headteachers' reports.	All SEND pupils make at least expected progress.	SENCO- Alan Milne & Deb Crandon SEN Governor- Ruth Lynam HOS	SEND learning walk and report to SEND network lead Term1, 2, 4, 6 6x LGB meetings
Consider methods of ensuring goods and services are procured in a way which contributes to the achievement of the General Equality Duty.	Review policy and practice in relation to procurement and lettings.	Equality criteria incorporated as appropriate. All policies reflect our equal opportunity vision.	Bursar  Governors	Annually
Consider how school site may disadvantage disabled or SEND pupils and what we can do to give the best provision for all pupil possible.	Fill in school accessibility plan.	As much as possible has been done to ensure good, accessible provision for pupils.	Governors, HOS, EHT Premises team and site supervisor.	H & S walks 3 x annually

*Diverse groups within the community that need consideration within the equalities plan:*

*Disabled pupils or those with Special Educational Needs, Boys, Girls, Groups of pupils whose prior attainment may be different from that of other groups, Academically more or less able, Pupils for whom English is an additional language, Minority ethnic pupils, Gypsy, Roma and Traveller children, Looked after children, Pupils eligible for FSM, Lesbian, gay and bisexual pupils, Transgender pupils, Young carers, Pupils from low income backgrounds, Children in care – or previously in care. Other identified vulnerable or disadvantaged groups.*