

Windermere Primary School

Equalities Objectives and action plan 2024-2028

The **Equality Act 2010** requires that schools publish equalities objectives. These need to be specific and measurable. The **Windermere Primary School equalities objectives** are based on analysis of our data and other evidence. They focus on the areas where we have agreed to **take action** and **tackle disadvantages**.

The Governing Board will **regularly review** the progress we are making to meet our equalities objectives.

Objective	Actions	Who?	By When?	Evidence sources	What Will the Impact Be?
1. To ensure that newly arrived pupils are made to feel welcome	<p>Work closely with new families to identify any potential barriers</p> <p>Provide training for staff on supporting children with an additional language</p> <p>Celebrate diversity through the website, displays around the school and through the curriculum</p> <p>Encourage families to take part in opportunities in and out of school</p>	All staff, monitored by SLT	Ongoing	<p>Pupil voice</p> <p>Parent voice</p> <p>Pupil progress meetings</p> <p>Assessment information</p> <p>Clubs information</p>	<p>New children will enjoy coming to school</p> <p>Barriers to learning will have been identified and actions taken to address these</p> <p>Parents feel welcomed and supported to settle into the Windermere community</p> <p>New families take part in extra-curricular opportunities and in-school activities</p>

<p>2. To ensure the school environment promotes inclusion and equality</p>	<p>Ensure website photographs reflect the diversity of the school (professional and in-house).</p> <p>Review assembly planning</p> <p>Display assembly theme in class to reiterate in daily life</p> <p>Displays of books and authors to reflect diversity of the school</p>	<p>HT, RE lead, website team</p>	<p>Ongoing</p>	<p>Displays</p> <p>Pupil voice</p> <p>Photographs of displays</p> <p>Assembly planning</p> <p>School website</p>	<p>Children will feel valued in the school and can articulate this.</p> <p>Children are able to articulate key themes and learning from assemblies.</p> <p>This learning is demonstrated in their behaviour towards each other.</p>
<p>3. To have a zero indifference to persistent name calling, particularly in relation to a protected characteristic</p>	<p>All children and parents reminded on a regular basis that this school will not tolerate persistent name calling (particularly linked to protected characteristics).</p> <p>Swift consistent age appropriate action to be taken against name callers (in line with Positive Behaviour Policy) and logs kept of name calling related to protected characteristics.</p> <p>Staff understand the importance of acting on and reporting name calling,</p>	<p>All, monitored by SLT</p>	<p>Ongoing</p>	<p>Pupil voice</p> <p>Incident recording systems (CPOMS)</p>	<p>Reduced incidents of name calling reported and logged.</p> <p>Children understand why name calling is wrong and express that they hear little name calling in school.</p>

	especially in regards to protected characteristics.				
4. To ensure language used by staff is inclusive	<p>Staff training on language to be used e.g. take this to your parents or whoever looks after you.</p> <p>Work with HFL advisor on language to be used</p> <p>Staff to be aware of needs of those they are addressing e.g. single parent families, adopted. Fostered, gay families, Muslim, disabled etc.</p>	<p>All staff</p> <p>Monitored by SLT</p>	Ongoing	<p>Pupil voice</p> <p>Parent voice</p>	All staff use consistent language which is inclusive and reflects the needs and diversity of the families they are working with.