Holyport CE Primary School & Foundation Unit

Equality Policy and Objectives 2025 - 2029

Strand	Priority issue and objective	Category	Related Tasks	Monitoring	Responsibility	Date	Review/impact assessment (Progress towards objectives to be reviewed annually)
Equality and Inclusion	1 To improve staff awareness and understanding and provision for disability issues	SEND	Review and monitor staff training needs by Headteacher & SENDCo	Monitoring of classrooms, planning, IEP's provision etc. by SENDCo	SENCO		
			Training by SENCo to enable dyslexia friendly classrooms, Autism friendly classrooms		SENCO		
			Provide training for members of the school community as appropriate.		SENCO		
			Review ordinarily available provision		SENCO		

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Accessing the Curriculum	Using new data tool (Insight) Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Pupil Premium, EAL, SEND, Gender ethnic minority	Ensure all groups of students with common needs have support and appropriate adjustments to provision	Achievement data analysed by race, gender and disability Head teacher reports to Governors Governor monitoring – in line with the monitoring cycle	AHT and SENCO		
			AHT report to Governors on Pupil Progress to include the breakdown of progress by these characteristics – with explanation and context		AHT		

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Accessing the Curriculum	*In line with the new school's strategic plan – for Inspirational Adults and Intentionally Inclusive :* Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	SEN Ethnic Minority Gender	SEN, Gender and Roles models for race diversity of the school to deliver teaching to spark curiosity in children	Through observations and pupil surveys Increase in pupils' participation, confidence and achievement level.	AHT Curriculum SENCO		
			British Values in line with how PREVENT is threaded through the curriculum		AHT Curriculum SENCO		
			New Cultural Capital opportunities – threaded through the curriculum		AHT Curriculum		

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Gender and Race Equality Duty	Review and evaluate the extracurricular – use feedback from the children/ parents and staff – to ensure that we offer a good cross section of activities that relate to their interests.	SEN Ethnic Minority Gender	Pupil and Parent Survey for After School Provision and Extra Curricular Opportunities	Pre and Post surveys Standards and Staffing Governors through reports and outcomes from SLT	HEAD/SBM		
			Redress the balance of clubs by making changes to their focus in response to survey		HEAD/SBM		
			Adapt the FAST Club activities to suit the diversity by age, gender and race equality and SEND		Head/SBM		

Courageous advocacy at Holyport C of E Primary school means empowering pupils to speak up and take action for justice, fairness, and compassion—especially in ways that reflect Christian values.

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Gender and Race Equality Duty		Ethnic Minority	Embed CA in the Curriculum • Use RE and PSHE lessons to explore themes like justice, equality, and stewardship. • Study biblical role models (e.g. Esther, Moses, Jesus) who stood up for others. • Include modern advocates like Malala Yousafzai or Greta Thunberg.	Observations Learning Walks SIAMS advisor Visits	RE Leads		
			Encourage pupils to identify local or global issues they care about (e.g. homelessness, climate change, racism). Support them in planning and leading campaigns, such as: • Fundraisers for charities • Awareness posters or assemblies • Letters to MPs or local councils		RE Leads		
			Connect CA to the school's Christian vision and values (e.g. *"Living life in all its fullness"*). Use scripture to inspire action, such as: *"Speak up for those who cannot speak for themselves"* – Proverbs 31:8 *"Let justice roll on like a river"* – Amos 5:24		RE Leads		
			Involve the wider community and organisations: Invite **guest speakers** who model advocacy in faith and action.		RE Leads		