



## Puttenham Church of England Infant School

### Annual Equality Objectives Action Plan 2025 – 2029 GST School

Ref	Objective	Measured by	Activity	Lead	Progress milestones
1	PROMOTING EQUALITY – ETHOS AND CULTURE Provide training opportunities for all staff to explore diversity and how we support and encourage this within our school.	Training records completed. Pupil survey results.	CPD for all staff on cultural diversity and how to promote and celebrate it, allowing us to retain our identities and beliefs yet work together in one community. Training and CPD September 2024 and update training throughout the year. Questionnaire to all staff on their cultural heritage and to parents and the school community.	Headteacher All staff	All staff have completed Equality Training, including all new staff. Feedback to LC
2	PROMOTING EQUALITY – ETHOS AND CULTURE Foster good relationships between all members of the school community encouraging openness and tolerance by respecting each other's beliefs.	The number of racist/bullying issues recorded at the school. Logging of racist/discriminatory incidents on Arbor/Cpoms. Pupil Interviews. Annual parental survey shows satisfaction of school's tolerant approach.	Encourage all members of the school community to talk openly together via circle time/PHSE activities to promote positive behaviours for learning. Senco/Mental Health Lead/ ELSA to support vulnerable groups. CPD for staff on expectations. Review of books and guided reading books within the library and curriculum to include and expand the collection of BAME and gender.	Headteacher Senco Curriculum Leads	Termly review of racist/bullying issues on Cpoms. Feedback questionnaires positive. Cpoms Reports and reviews to LC
3	PROMOTING EQUALITY – PARTNERSHIPS WITH PARENTS Continue to ensure that parents/carers of all new children are made to feel welcome. Continue to ensure that parental voice is heard and acted upon.	Parental feedback on transition for new entrants. Annual parental survey.	CPD for staff on cultural diversity. Ensure that on joining the school, parents are informed of communication methods and whether the school needs to make any adjustments to support them or their children. Senco/ELSA to support new entrants if relevant. Continual parent forum discussion on cultural diversity of the school community.	Parental Voice	Review opportunities regularly and on an ongoing basis.



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4	<p><b>PROMOTING EQUALITY – ACHIEVEMENT</b></p> <p>Continue to ensure that all children achieve the best possible outcomes and that the gap between those children who are disadvantaged or vulnerable continues to close.</p>	<p>Pupil achievement and progress is in line with age expectations for the majority of pupils. Pupils are secure in their breadth and depth of knowledge, understanding and skills. Pupils are able to progress to the next stage of their learning. Protected groups analysed and a focus is placed on these groups when looking at progress. Pupil premium - focus on progress in writing in line with their peers.</p>	<p>Review of curriculum progress throughout the year for disadvantaged pupils, SEND and those with disabilities matches or is improving towards that of other pupils with the same starting points Specific monitoring for disadvantaged pupils, SEND, pupils with a disability to ensure progress is above average across nearly all subject areas Regular check in calls made to families with children with SEND to build communication and positive relationships</p>	<p>Headteacher Senco</p>	<p>Ongoing monitoring of multi-vulnerable children monitoring. Work focus to ensure progress and achievement, including those more able children and those in between and low level Monitored regularly by SLT Monitored by SLT and LC through planning and work scrutiny. Monitored through lesson observation and other triangulating evidence.</p>
5	<p><b>PROMOTING EQUALITY- -Quality of Education</b></p> <p>Ensure that the curriculum intent has a focus and emphasis on a curriculum appropriate for a multi-cultural diverse Britain.</p>	<p>Pupils are aware of the diversity of the country they live in. They are aware of the different cultures that make up Britain and the community of their school.</p>	<p>Review of the curriculum and how equality is threaded through the learning. Subject leaders audit their subjects for elements of incorporating an understanding of protected characteristics. Reading texts purchased for all years which are focussed on diversity issues. Learning about different cultures through the curriculum topics.</p>	<p>Headteacher All staff</p>	<p>Equality and diversity threaded throughout the curriculum and values. The whole school Curriculum intent represents this.</p>