

Gilthill Primary School

Equality Objectives and Action Plan 2024 - 2027

Our aim at Gilthill is to provide an inclusive and supportive environment where all pupils, regardless of their background or abilities, have equal opportunities to learn and succeed. This will lead to improved progress and attainment for all students, fostering a culture of respect, understanding, and equality within our school community.

Objective 1:

To enhance understanding and respect for diversity within our school community

Objective 2:

To ensure equal opportunities and access for all pupils, including those with SEND

Objective 3:

To monitor assessment data regularly to prevent disadvantages for children in protected groups.

Objective 1

Action	Responsibility	Timeline	Success Criteria
Implement diversity workshops and activities through our curriculum work	PHSE Coordinator	Throughout the academic year	Increased participation in diversity-related events
Integrate diverse perspectives into the curriculum	Subject Coordinators Curriculum lead	Ongoing	Inclusion of diverse content in lesson plans
Organise cultural awareness events	HT/Curriculum lead	Termly	Attendance and positive feedback from participants

Objective 2

Action	Responsibility	Timeline	Success Criteria
Provide additional support for pupils with SEND	SENCO and Support Staff	Throughout the academic year	Improved progress and attainment for pupils with SEND
Review and adjust teaching strategies for inclusivity	Teaching Staff	Termly	Implementation of inclusive teaching practises
Regularly assess and monitor progress of pupils with SEND	SENCO	Termly	Progress tracking and intervention when necessary

Objective 3

Action	Responsibility	Timeline	Success Criteria
Collect and analyse assessment data by protected characteristics	PHSE lead	Termly	Identification of disparities and areas needing improvement
Implement targeted interventions based on data analysis	Senior Leadership Team	Annually	Closing the attainment gap for protected groups
Communicate findings and progress to staff and stakeholders	School Leadership Team	Regularly	Increased awareness and understanding of equality issues

To continue to raise awareness of protected characteristics with both adults and children.	Staff team	Termly	Staff are confident to tackle and report incidents. Children have an understanding and awareness of protected characteristics.
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Long Term objectives	Action	Responsibility	Timeline	Outcome
Ensure all aspects of Health and Safety round the site are addressed to enable a safe environment for all children	Develop the use of Every to record health and safety compliance. Regular site meetings with HT, SBM and caretaker to address H&S concerns. SLT to lead staff with plans to ensure areas of need are developed in time and can be actioned appropriately. Review of facilities is done well in advance to ensure most up to date provision can be made.	SLT	Ongoing	Gilthill facilities are the best they can be and move with the needs of the pupils.
Staff are trained in a variety of support interventions to be able to provide an immediate and effective service to the community.	SLT keeps up to date on how children can be supported and invest in appropriate staff to provide the service required to meet the needs of all children. Ensure links to Healthy Schools team. School counsellor referrals	SLT	Ongoing	Staff are well trained and prepared.
Children have experience of a wide range of cultures, beliefs and understanding of the diverse nature of their wider community	Children have highlighted activities and visits to a diverse range of experiences. Make connections with a local, more diverse school and arrange joint activities	SLT RE Lead SENCO School Council	Ongoing	Children can speak confidently about differences in culture by with respect and understanding about these.

Child Friendly Objectives

1. We will learn about different cultures and ways of life to be kind to everyone.
2. We will make sure everyone gets the help they need to do well in school.
3. We will check how everyone is doing in school to make sure no one is left behind.

