



St. Andrew's Junior School and
St. Andrew's Infant School
Equality Action Plan
2025-28

This action plan highlights our areas for development over time in improving our ability to ensure that we do an exemplary job of ensuring that St. Andrew's Junior and Infant Schools are schools which are underpinned by the principles of equality.

St. Andrew's Junior and Infant Schools are committed to ensuring equality for all pupils, staff and those accessing our schools.

Our schools are places where everybody can be themselves, where everybody can feel safe, be happy and learn.

As a school, we have a duty to follow the requirements of the Equality Act 2010. This plan shows how we will achieve this.

Success Criteria	Activities	Named Person	Timescale	Resources	Monitoring	Evaluation
To provide an inclusive learning environment where all pupils are able to reach their potential	Governors will demonstrate challenge and hold school to account. Governors will ensure that they are role models on Equality and Diversity.	Governors	Ongoing		Governor minutes show that governors hold school to account.	
	The Executive Head and Deputy Executive Head will analyse the attainment and progress of pupils to enable us to identify any significant differences in attainment between different groups e.g. by sex or ethnic group.	Executive/Deputy Executive Heads	Termly review meetings	Sonar tracking system	Review meetings between Executive/Deputy Executive Heads and class teachers show that different groups are identified and discussed.	
	Teachers will put interventions in place to target any groups identified as under-achieving.	Teachers	Termly	Interventions such as Plus One (maths), Toe By Toe (spelling), SHINE (reading)	Interventions focus on specific groups of underperforming groups. These are monitored termly. Subject leaders are aware of pupil progress and achievement and subject leaders action plans identify groups in need.	

To challenge and eradicate and instances of discrimination and harassment within school	Instances of discrimination are logged on CPOMS and actions are logged alongside. PSHE lessons across all year groups discuss what discrimination and harassment.	Teachers and support staff	Ongoing	CPOMS	SLT monitor all incidents logged on CPOMS. SLT ensure all incidents are actioned. PSHE lessons show that discrimination is discussed.	
		Executive/Deputy Executive Head, Class teachers and HLTAs	Weekly PSHE lessons	PSHE planning from PSHE Association		
	All staff and pupils feel empowered to speak out and feel supported if they are a victim of bullying, harassment or discrimination. All classes have worry boxes or worry monsters.	All staff	Ongoing		Staff complete staff questionnaires annually. Pupils complete pupil questionnaires annually.	
	Clear behaviour policy in place so that all staff are aware of procedures for dealing with bullying or prejudice-related incidents. The LM uses restorative approaches. Guest speakers are invited into school (such as NSPCC and Barnardos).	Teachers Executive/Deputy Executive Head (EHT/DHT)	Ongoing (reviewed annually)	Worry boxes/ worry monsters SEAL resources	Teachers look in worry boxes at least weekly. Teachers refer children to LM if more support is required. Incidents of bullying and harassment are low in frequency. Incidents are dealt with according to school behaviour policy.	

To engage with all parents/ carers and pupils and ensure that our school is welcoming and accessible to people from all communities	We ensure that all pupils in school are able to voice their opinions and suggestions via initiatives such as School Council.	EHT/DHT	Meet fortnightly	Support from Family Learning	Children share their views in school council meetings.	
	We have a suggestion box in the main reception.	SBM	Ongoing		Parents use the suggestion box and suggestions are listened to by SMT and on the agenda of SMT meetings.	
	Parents/Carers are invited to complete questionnaires annually.	EHT/DHT	Annually		Families attend Family Learning activities.	
	Families are invited to regular (at least termly) family learning activities.	LM	Termly		Parents sit on the governing body.	
	Parents are on our governing body.	Governors	Ongoing		Learning Mentor is used by parents every morning.	
	Learning Mentor is available before school every morning in the playground.	LM	Daily			
	Paper copies of policies will be available upon request.	SBM	Ongoing			
	Pupil questionnaires are used to collect pupil responses.	EHT/DHT	Annually			
	Play Leaders are used in the playground.	LM	Ongoing			

To ensure equality/protected characteristics are promoted, understood and respected	We promote understand and respect for differences through PHSE.	Class Teachers EHT/DHT PSHE lead	Ongoing	Jigsaw PSHE scheme	Ongoing monitoring of the PSHE curriculum, including learning walks and book scrutiny	
	<p>Diversity/gender/race to be represented through class texts, books available in the library and school displays. Children will be used to seeing a range of characters that represent themselves and others. A range of books to be available from the learning mentor to support children's understanding of same sex parents, gender, disabilities etc.</p> <p>Assemblies and worships to be planned and opportunities identified to learn about differences, including speakers from a range of countries, religions and cultures.</p>	<p>English lead Class teachers Learning mentor</p> <p>EHT/DHT/AHT</p>	<p>Yearly class text update and review</p> <p>New worship/assembly timetable created for each half term.</p>	<p>Class texts</p> <p>Library Books</p>	<p>Class text and library content reviewed yearly. New books added regularly</p> <p>Worships monitored by governors yearly</p>	

To narrow the attainment gap for Pupil Premium children in reading, writing and maths across school	We carefully create a Pupil Premium plan based on key areas for development. The plan is reviewed and updated (as necessary) every year.	PP lead	September every year	PP plan EEF website	Reviewed annually in September by PP lead. Report reviewed by governors annually.	
	Pupil Premium children's progress is monitored termly in progress meetings. Gaps are identified and interventions put in place quickly.	PP lead EHT/DHT Class teachers	Termly	Sonar tracking system	Termly pupil progress meetings Intervention monitoring through assessment NTS assessments	
	Family support for equipment, school trips, food and Christmas presents is available when required to ensure that financial pressures do not present barriers to opportunity.	Learning mentors	As required	PP budget		