

Three Year Plan to Accompany Equality Policy – Sawtry Infant School

Created: October 2023

To be Reviewed: Autumn 2026

Link to Public Sector Equality Duty	Protected Characteristic	Proposed Objective	Actions	Responsibility	Monitoring	Success Criteria
All	All	To increase pupil, staff and governors' awareness of legal duties around equality and what this looks like within the context of our school.	Ensuring equality is referred to in policies and procedures. Assemblies to make explicit the equalities act when discussing mutual respect and tolerance. Staff meetings on diversity to discuss the legal framework (Spring) Use of No Outsiders and the Cambridgeshire Primary Personal Development Programme	All staff Headteacher/ PSHE Lead Governing Body	Learning walks Pupil voice discussions, e.g., school council and during subject leader discussions Stakeholder surveys	All stakeholders will be able to confidently name the protected characteristics within the Equality Act 2010 Children are to have an age-appropriate understanding of equality.
All	All (particularly disability and race)	For all pupils to be appropriately challenged and engaged through well planned and managed classroom support.	Staff to be aware of children vulnerable to under achievement and to reflect this in their planning of TA support, adapting this to the needs of their class through reflective planning. Support put in place and identified in provision mapping	Teaching staff, TAs, SLT, including SENDCo	Planning and book scrutiny Pupil voice Staff and parent surveys Learning walks and lesson visits	All groups of children will have made adequate progress (as defined by the SEND code of practice) in all subjects, and to have reached a good attainment in reading, writing and maths.
All	All (particularly race, religion or belief, age and sexual orientation)	To promote cultural development and diversity through a rich range of experiences	Staff to use our curriculum vision as a stimulus for providing rich cultural experience that support our aim of decolonising our curriculum.	SLT RE Leader PSHE Leader SENDCo Equality Leader (HT)	Planning and book scrutiny Pupil voice	Children have a rich offer of enrichment that supports their education and understanding of other beliefs and cultures to those of their own.

			Children to experience enrichment days and opportunities within the curriculum to ensure they are familiar and are able to compare and contrast other practices and cultures.		Staff and parent surveys Learning walks and lesson visits	
All	All (particularly sex, race and disability)	To narrow the gap between vulnerable groups of pupils and other pupils in the confidence, fluency, understanding and enjoyment of reading and writing.	To fully establish our Little Wandle phonics programme across the school, showing fidelity to the scheme and ensuring that no child is left behind. Work with local authority to ensure that our writing planning and provision is high quality, ensuring success for all. To ensure that expectations for all children are high in the eyes of the teaching staff and that support is put in place for all children to be able to feel successful in English.	SLT, particularly HT and DHT as assessment lead Governing Body Teaching team	Data and data analysis Planning and book scrutiny Staff and pupil voice Parent surveys Learning walks and lesson visits	The gap between vulnerable groups of pupils and other pupils is too narrow and all pupils are to experience confidence, fluency, understanding and enjoyment in reading and writing.