



Penketh Primary Academy

Single Equalities Plan and Policy

Ratified: December 2024

Next Review Date: January 2026

Policy Responsibilities and Review

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| Policy type: | School |
| Guidance: | This policy complies with Warrington LA guidance |
| Related policies: | <ul style="list-style-type: none">• Safeguarding Policy• Behaviour Policy• SEND Policy |
| Review frequency: | Biennially |
| Committee responsible: | Local Governing Committee |
| Chair signature: | Julie Cahill |
| Changes in latest version: | Census figures updated Jan 24 Minor update to staffing and dates |

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Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles

Principle 1:

All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2:

We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to: disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4:

We observe good equalities practice in staff recruitment, retention and development We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5:

We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6:

We consult and involve widely We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7:

Society as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8:

We base our practices on sound evidence. We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9:

Objectives. We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia, transgender Lesbian and Gay hate crimes.
- Prejudice against the nine protected characteristics; Faith, Sex, Gender, Maternity, Age, Race, Disability,

8. There is guidance in the Behaviour Policy Protocols on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. Incidents are also reported on the Heads report to Governors every term.

Roles and responsibilities

10. The local governing committee is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

11. A member of the local governing committee has a watching brief regarding the implementation of this policy.

12. The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

13. A senior member of staff (Kay Tobin Assistant Head teacher) has day-to-day responsibility for co-ordinating implementation of the policy.

14. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

15. We ensure that the content of this policy is known to all staff and the local governing committee and, as appropriate, to all pupils and their parents and carers via our school newsletter.

16. All staff and the local governing committee have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

18. We ensure that all staff, including support and administrative staff, receive appropriate training as part of our regular safeguarding training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

19. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Principal and the local governing committee.

Monitoring and review

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

21. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Background and acknowledgements

1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.

2. The model statement takes into account guidance issued by several other local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.

3. The list of principles at paragraph 4 is adapted slightly from material in *Equality Impact Analysis: a workbook*, the most recent version of which was published by the Department for Education in February 2011.

4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information (principle 8) and to formulate and publish objectives

Equality Data School Census October 2025

Age: Our published PAN is 30. The largest year group currently is Year 6 pupils

Staff profile

0% in their 70s
7% in their 60s
30% (7) in their 50s
22% (5) in their 40s
13% (3) in their 30s
26% (6) in their 20's

Gender

Of the 209 pupils in school 49% are boys and 51% are girls.
The staff population is significantly more female than male with only 3 members of staff being male.

Disability

There is 2 children with a physical disability
All areas of the school are accessible
The number of pupils with an Education, Health and Care Plan is 4
There are no disabled members of staff.

Race

82% (172) of pupils are White British compared nationally to 65%.
18% (37) of pupils of our school population are from minority ethnic groups compared to national 33.9%
The first language not to be English (27) 13% compared to national 21.3%
There are no recorded racist reports. Any recorded incidents would be reported to Local Governing Body and LA.
The attendance of our children from minority ethnic groups is monitored.

Religion or Belief

80% of the children are Christian 170 no of children, the second most prevalent group is Muslim 3%. 17% recorded with no religion.

Marriage or civil partnership

No data is collated by the school about staff or parents marital status, apart from the names given for home contact and information about whether letters home or reports are to be duplicated and sent to 2 addresses.

FSM

18 PUPILS (8.5%) are eligible compared to national at 17.3%

Vulnerable Groups

Pupil Premium eligible is 31 pupils 13.8%

3 pupils have parents in the armed forces

Bullying and Discrimination

The school consistently records and reports incidents of bullying to the Local Governing Committee

This information is updated annually.

Single Equalities Scheme 2023-2026

| Disabilities Equalities Scheme | | | | |
|--|---|--------------------------------|---|---|
| Key Improvement Priority: Priority 1- To ensure that pupils and adults can fully participate within the school's curriculum offer and that they have appropriate physical access to the school site. Lead person accountable for the plan: Rebecca Kayll | | Years: 2023-2026 | Finance Plan: How much will the plan cost - £3,000 | |
| Success criteria: | Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none">All pupils and adults have full physical and curriculum access to the school' provision and that all stakeholders' views have been considered within this plan.The school has an aspirational curriculum in which leaders have improved general provision and not just an increase in additional provision.Impact is tracked and is rigorously measured and is quantifiable: All ARE pupil gains are in-line with some that are exceeding for this pupil group; school is using the national Data set to benchmark.Staff have had effective CPD and demonstrate this in delivery of practice measure then in tracked pupil outcomes and staff all are clear upon SEN criteria in regard to disability to under achievement. | | | |
| Action | Lead person accountable for the action | Time Scale Start and End dates | Training/CPD needs | Resources/Costs/Time |
| Conduct an annual audit to ensure appropriate physical access to the building is maintained with due regard to pupils and adults who have disabilities and that all stake holders views are represented with in the plan. | Business Manager Maintenance Officer Head teacher | January 23 - 26 | | |
| Promote a positive view and ethos in regard to differences which underpins curriculum design and whole school curriculum offer. With particular regard to hard to reach communities. | Gill Clarke Curriculum Lead | On going | MAT curriculum team SENDCO | Curriculum Lead/ Sendco/ Subject leads x 3 days (one per term annually) £1,000 |
| To review and monitor the SEN offer to ensure it is still appropriate and relevant to pupils and that it reflects the SEN statutory guidance. | SENCO | On going | Staff meeting 1 x term | Sendco ½ per term £500 |
| To ensure the school tracking, analysis and reporting mechanisms include specific regard to SEN pupils and that Impact of provision can be measured. | Head teacher Senco TA Lead Class teacher | On going | Pupil progress meetings Senco SLT meetings | Release time x3 (one day per term) £1,000 |

| To implement personalised CPD for staff linked to their cohorts' pupil groups performance data and whole school self evaluation. | | | SLT and specialist consultants | On going | Consultant support | Maths/ English/EYFS |
|---|--------------------------|--|--|---|---|---------------------|
| Monitoring | | | | | | |
| Who | What | Where | When | How | External Validation | |
| <i>Staff member responsible</i> | <i>Specific outcomes</i> | <i>Staff mtg /progress mtgs termly</i> | <i>April /Oct/Feb/June</i> | <i>Scrutiny of data/ AM7 Lesson Observations/ termly report to gobs through Principals report</i> | <i>Any external validation</i> | |
| Impact: What will the outcomes be? | | | Evidenced by/ through | | Evaluation Have the intended outcomes been achieved? | |
| <i>School refurbishment ensured appropriate access for all with disabilities; Ramps, disabled toilets located appropriately, Loop system installed, appropriate seating and lower access reception hatch, emergency lighting and lower curbing.</i> | | | Physical refurb | | The school has been modernised up to current building regulations for disabled access. | |
| Staff have extensive annually training to promote health and safety and awareness of School British values; Diversity/tolerance | | | Central records; Stonewall annual Safeguarding CPD | | Effective training ensures welcoming inclusive ethos supported by sensitive process and role modelled by staff. | |
| Sen report is updated annually by Senco and reviewed by SEND governor | | | Up to date report on Website | | Report maintained and updated termly | |
| CPD records staff monitoring on Trello indicate that appropriate CPD is relevant and immediate when issues are raised or further development has been identified. | | | Trello reports , whole school monitoring | | School judgement – Good. Strong indication the school will retain this judgement. Outcomes are still good. | |

Race Equalities Scheme 2023-2026

| Race Equalities Scheme | | | | | |
|---|---|---|---------------------------------------|---------------------------|---|
| Key Improvement Priority: Priority 2- To ensure that pupils and adults can fully participate within the school’s curriculum offer and that the school actively celebrates difference. Lead person accountable for the plan: Rebecca Kayll | | | Year: 2023-2026 | | Finance Plan: How much will the plan cost - £7,000 |
| Success criteria: | Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none">EAL Pupils make at least good if not better APS progress.There is a reducing trend of racial incidents year on year.There is a visual celebration of difference through- out the school woven into the school’s curriculum offerThe school’s curriculum design and enrichment opportunities proactively promotes community cohesion.Pupil conferences demonstrate acceptance and understanding of and have a positive view of each other.To link with hard to reach families. | | | | |
| Action | | Lead person accountable for the action | Time Scale Start and End dates | Training/CPD needs | Resources/Costs/Time |
| School to track EAL pupils and benchmark against national expectations to ensure that all pupils are in line with ARE and that some are exceeding. | | HT & HT Data Manger Class Teacher | On going | N/A | School tracking updated cost £1,000 annually |
| To develop an EAL specialty teacher to support teaching staff in developing appropriate EAL provision through bespoke assessments and follow up CPD training for staff. Use of the LA EAL service | | SLT Consultant Carol Stout | On going | To be decided | £2,000 |
| To ensure we can communicate effectively with are EAL Families facilitated by our EAL Lead teacher Miss K Rowland | | Carlo Stout | On Going | N/A | £2,000 |
| To promote whole school positive ethos within the school curriculum through teaching and learning, resourcing appropriately and enrichment experiences. | | SLT Teaching staff | On Going | To be decided | £2,000 |
| Monitoring | | | | | |
| Who | What | Where | When | How | External Validation |

| | | | | | |
|--|--------------------------|--|---|---|--------------------------------|
| <i>Staff member responsible</i> | <i>Specific outcomes</i> | <i>Staff mtg /progress mtgs termly</i> | <i>Oct/Feb/June</i> | <i>Scrutiny of data/ AM7 Lesson Observations/ termly report to govs through the Principals report</i> | <i>Any external validation</i> |
| Impact: <i>What will the outcomes be?</i> | | | Evidenced by/ through | Evaluation <i>Have the intended outcomes been achieved?</i> | |
| EAL consultant continues to work with pupils families and staff to ensure children access the curriculum and progress rapidly | | | ROL ASP 2023-26 School data 2023 & 2026 ISDR | Practices within school have been effective. | |
| The schools values are role modelled by staff and children which ensures all pupil groups thrive academically and as the whole child | | | Parental and Pupil voice, feedback | Practices within school have been effective. | |

Gender Equalities Scheme 2023-2026

| Gender Equalities Scheme | | | | | |
|---|---|---|--|---|----------------------|
| Key Improvement Priority: Priority 3- To close the attainment gap between pupil groupings and in particular attainment difference between by developing teaching padagogies Lead person accountable for the plan: Rebecca Kayll | | Year 2023-2026 | Finance Plan How much will the plan cost - £8,500 | | |
| Success criteria: | Focus on outcomes. Specific, measurable impact on pupils <ul style="list-style-type: none">• All pupils make at least expected progress and that many may exceed.• Any attainment gap between boys and girls demonstrated a reducing trend.• To ensure that all pupil groups within school can articulate that they feel safe.• To ensure that curriculum design and resources meet the needs of all pupils.• To develop an ethos and environment visually demonstrates that young people can be themselves. | | | | |
| Action | | Lead person accountable for the action | Time Scale Start and End dates | Training/CPD needs | Resources/Costs/Time |
| All staff including non- teaching staff to have regular and refreshed training on LGBT and sexuality in order to provide an appropriate curriculum and school environment to support learning. | | SLT | Ongoing | Provided by DSL regularly and refreshed during annual Safeguarding training | CPD budget £500 |
| The school audits curriculum provision and invests in appropriate enrichment activities and resources to support these pupil groupings. | | SLT Subject Leaders | Ongoing | 1X per term | Staff budget £1,000 |
| The school actively promoted difference through appropriate curriculum linked displays to ensure links with hard to reach communities | | SLT Class teacher Subject Leaders | Ongoing | 1 x Term | Staff budget £500 |
| Pupil conferences to audit pupil views on the appropriate use of language to describe difference and how effective are the application of the schools policies and additional actions to implement this plan. | | SLT | Ongoing | 1 x per term | Staff budget £500 |

| Pupil progress meetings to discuss pupil groupings and school tracking of attainment and actions to close any gaps that are identified and impact measures. | | SLT and Class Teacher | Ongoing | To be decided | £5000 CPD budget |
|--|--------------------------|---|---------------------|---|--|
| School identifies additional resources on the schools provision map to target closing the gap for pupil groupings | | SLT | Ongoing | To be decided | Intervention Budget and Tuition Budget |
| Monitoring | | | | | |
| Who | What | Where | When | How | External Validation |
| <i>Staff member responsible</i> | <i>Specific outcomes</i> | <i>Staff mtg /progress mtgs termly</i> | <i>Oct/Feb/June</i> | <i>Scrutiny of data/ AM7 Lesson Observations/ termly report to govs through Principals report</i> | <i>Any external validation</i> |
| Impact: <i>What will the outcomes be?</i> | | Evidenced by/ through | | Evaluation <i>Have the intended outcomes been achieved?</i> | |
| All staff receive regular training linked to our safeguarding training – prejudice, bullying, LGBT, sexuality. | | Training records | | Staff are confident to recognise incidents and are able to confidently address them effectively. | |
| School has invested in resources to address tolerance and diversity and it has formed a part of the curriculum base delivery | | Recommended reading books in reading areas, curriculum topics based around recommended literature, visual inclusive displays on different kinds of families | | Practices within school have been effective. Little or know negative issues that arise with children or parents. Children and parents present well with understanding of diversity | |
| Regular pupil voice audits address the use of appropriate choices of language to train and raise awareness of prejudice based languages | | Pupil voice audits | | Practices within school have been effective. Any issues that arise from time to time are addressed quickly with positive feedback from parents. Children and parents present well with understanding of diversity | |
| Cp policies behaviour policies adjusted to reflect the schools responses and procedures | | Policy files | | All staff follow school policies | |
| Pupil progress meetings identify pupils do make accelerated progress and the mapping of resources has been successful to ensure pupils attain and make progress against their targets. | | School tracking ASP ISDR | | Practices within school have been effective | |

PENKETHCOMMUNITY COHESION ACTION PLAN 2023-2026

Key Principles: Belonging, valuing diversity, equity, strong and positive relationships

Lead person (s): Mrs R Kayll

| <u>Standard</u> | <u>Action</u> | <u>How will it be monitored</u> | <u>Who is responsible</u> | <u>Time frames</u> |
|--|---|---|---|---|
| The school maintains regular, proactive consultation with all parents/carers, pupils and community groups aimed at closing the attainment gap. | <p>Record attendance at parents evening</p> <p>Offering alternative arrangements for parents meetings targeting parents who are reluctant to engage</p> <p>Ensure both parents who are separated continue to receive documents/information from school.</p> <p>Actively invite parents to PTA</p> | <p>Register numbers who attend.</p> <p>Admin regularly contact home for non-attenders</p> <p>Pastoral learning mentor to actively</p> | <p>Class teachers/ Admin</p> <p>SLT/ class teachers/ admin</p> <p>Class teachers</p> <p>Learning Mentor</p> | <p>Every parents' evening – 3x per year</p> <p>Open days</p> <p>Online meetings</p> |
| The school organises opportunities for and participates in, regular inter-cultural exchanges aimed at promoting good community relationships | Establish links with a school in another country (Brazil) | Various projects, assemblies, displays around school. | <p>Subject leaders</p> <p>Teacher/TA lead</p> | All Ongoing |
| Plan additional opportunities through the curriculum that help children to find out about the customs and traditions of different cultural backgrounds | <ul style="list-style-type: none"> National and International topics Multicultural Arts work Religious festivals/ celebrations Themed assemblies Educational visits | <p>Parents invited to events</p> <p>Displays</p> <p>Evidence on website</p> | <p>SLT</p> <p>LD</p> <p>CW</p> <p>Subject leaders</p> | All Ongoing |

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| To become familiar with the schools vision of a diverse, inclusive, tolerant and equitable society and the promotion of British Values | <ul style="list-style-type: none"> Displays in classrooms <ul style="list-style-type: none"> Curriculum School Council Play/sports leaders development Visitor assemblies Additional artefacts Celebrating event days ie. Mental Health week, Antibullying week | Embedding of cultural diversity in each class room Displays in each class room and central displays Visit MP's | Class Teachers Class Teachers/TA leader Learning Mentor | On going On-going |
| School curriculum and long term, medium and short term planning and resources actively contribute to the development of pupils' sense of identify through knowledge and understanding of diversity | <ul style="list-style-type: none"> Review all curriculum mapping across primary school Use appropriate relevant resources that are representative of our diverse community Sustain children community enjoyment e.g. Fund raising e.g. St.Roccas, volunteer work, e.g. choir singing, PAN festival, community allotment. | SLT/Subject Leaders monitoring Website hits Parent/ children surveys | SLT / Subject Leaders Governors Class teachers Learning mentor Parents to view New curriculum (website) | Ongoing Ongoing |
| Have opportunities to enjoy cultural and creative experiences that reflect and celebrate UK's increasing diversity. | <ul style="list-style-type: none"> Cultural days, international day, International day Art, music, Summer Fair, reciprocal visits to Brazil | SLT / Subject Leaders monitoring | PTA/SLT/ class teachers | Ongoing |
| The school works with local Mat schools and wider networks to ensure pupils have access to a rich, broad and personalised curriculum. | <ul style="list-style-type: none"> Meet regularly with link teachers Parents informed through newsletter and website Provision monitored and reviewed Interschool sporting events and visits | Subject co-ordinators/ Class teachers meet with staff Sharing of good practice | SLT Class teachers SEN Co-ordinator | On Going |

| | | | | |
|---|---|--|--|-------------------------------|
| All staff have received regular training to deal with inequality, bullying and racist all groups, gender, SEN, race, religion and belief, disability, sexual orientation or gender reassignment as part of our annual safeguarding training around the 7 protected characteristics. | <ul style="list-style-type: none"> To continue to closely monitor and log any racially and homophobic motivated incidents Anti-bullying week in November All staff to act as role models challenging offensive terminology and following school protocols and policies and reporting it to SLT CEOP training staff, parents and working with children | <p>Data sent to local authority</p> <p>Assembly PSHE/lessons</p> <p>Inset session on dealing with incidents</p> | SLT | <p>Ongoing</p> <p>Ongoing</p> |
| Governors and staff know their responsibilities under relevant legislation | <ul style="list-style-type: none"> Meeting with SLT to discuss issues of equality All staff to attend initial and refresher training in regards to safeguarding and inclusion. Discriminatory practice challenged Governors to read and understand Equalities policy | <p>Induction check lists completed</p> <p>Training takes place</p> <p>Governing body meetings minutes</p> | <p>SLT and class teacher's</p> <p>All Staff</p> <p>Govs</p> | Ongoing |
| Reach out to groups within the school community, PTA, | <ul style="list-style-type: none"> Meet to plan greater diversity of events Parent Workshops/ transition meetings etc. Display demonstrating different backgrounds and family structures | <p>Range of displays which promote and recognised diversity</p> <p>Appropriate texts found and used across school.</p> | <p>Lead TA</p> <p>SLT and class teacher's</p> <p>All Staff</p> <p>Govs</p> | On Going |
| Further develop aspects of Family Learning | <ul style="list-style-type: none"> To continue to support parents learning, workshops, support groups | | SLT/ Governors | On Going |