

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



EQUALITY OBJECTIVES

2025 - 26

Governors' Committee Responsible:	General Purposes
Policy Originator:	Sally Beardsley
Date policy written:	Autumn 2025
Approved by Governors:	Autumn 2025
Next review date	Autumn 2026

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and those who do not share it.
- Fostering good relations across all characteristics and between people who share a protected characteristic and those who do not share it.

“Due regard” means that leaders in school must be aware of the duty when making decisions and must assess whether those decisions will affect people with “protected characteristics”.

School leaders should consider equality implications when writing policies and the duty must be integrated into the carrying out of all the school’s functions.

William Lilley Infant and Nursery School is committed to tackling discrimination and unfairness. It also recognises that other factors affect equality of opportunity, including financial income, housing, family structure, immigration status etc.

Our schools vision clearly reflects our commitment to fully including, respecting and supporting all members of our school community, whatever their cultural background, belief, gender, race, need or disability.

*“We are a **nurturing, inspirational family** who are **determined to succeed.**”*

We *nurture* the whole child by...

- understanding their individuality.
- encouraging positive relationships.
- providing a supportive community with clear rules and boundaries to ensure children feel safe and happy.

We create *inspirational* learning experiences by...

- providing fun, exciting and challenging opportunities for growth and development.
- ensuring children are enthusiastic, have a desire to learn and a thirst for knowledge.
- engaging families in their child’s learning journey.

We are a whole school *family* who...

- care for and support each other to succeed.
- are kind, supportive and respectful.
- promote positive partnerships and exciting opportunities for the whole family.

We encourage *determination* by...

- motivating individuals to build on their strengths.
- creating confident, resilient learners who are not afraid to make mistakes.
- developing a love of learning for all.

We will achieve *success* together by...

- celebrating individuality and recognising our personal qualities.
- understanding that children learn best when they are happy and confident.
- working together to help our children to be the best they can be.

PROUD TO ACHIEVE TOGETHER

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

School staff will:

- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 10.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data to determine strengths and areas for improvement, implement actions in response within school improvement arrangements

- Report evidence for specific groups within the Headteachers report identifying actions taken and improvements made (e.g. attendance, attainment and behaviour)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and relationships, sex and health education, personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality data

As part of our on-going work we collate pupil information under the following categories and as of November 2023, the percentages in each category were as follows:

	Whole school	National (Primary)
Boys	62%	
Girls	38%	
Special Educational Needs and Disabilities (SEND)	43%	19.6%
Pupils with Education Health and Care Plan (EHCP)	0.5%	3%
Ethnicity – White British	80%	84.1%
Ethnicity – Ethnic minorities	20%	38%

Free School Meals (FSM – Pupil Premium funding)	15%	25.7%
English as an additional language (EAL)	8%	21.4%

This information is held securely on the schools database and is shared with Ofsted, Local Authority, Governors and Staff.

9. Equality review for 2025

1. To support transition of pupils with EAL into school

For any in-year EAL (English as an Additional Language) applicants, we have completed the admission addendum forms thoroughly. This helps us understand their unique needs and ensures they receive the support required to thrive from the onset of joining our school.

We ensure that every child, right from their entry to nursery, receives the support they need. We continue our practice of home visits, which allows us to understand each child's unique background and circumstances. This personalised approach not only helps us identify any specific needs early on but also means we can tailor our support accordingly. By maintaining these connections with families, we build a strong foundation for each child's learning journey, ensuring everyone feels valued and included in our community.

At our school, we strive to create an inclusive environment for all students, especially new residents in the UK. We recognise the importance of understanding and embracing cultural diversity. To aid this journey, we recommend some brilliant books that showcase British culture and values.

2. To address Pupil premium attendance to close the gap between Pupil Premium and non-Pupil Premium pupils

In 2024/25, we saw a 2% improvement in the attendance of our pupil premium (PP) students. This is an encouraging result, especially when you consider that we're also seeing a 0.5% improvement compared to other similar schools with free school meals (FSM) pupils. Our success comes from individual targeting and regular robust analysis; we've really focused on what each student needs to boost their attendance. However, it's important to note that there is still a gap of 2.4% between the attendance of PP and non-PP students. We're committed to closing this gap further as we move into the 2025/26 academic year.

3. To ensure staff are appropriately trained to meet the needs of any children with specific SEND requirements in order to secure good progress for these children

Over the past two years, our dedicated staff have accessed a range of training to better support our SEND students. This includes Autism Awareness training, Target Setting with the Specialist School and Support Service (SFSS), and Boxall Profile training, all of which equip our team to understand and meet individual needs effectively. Additionally, staff have engaged in Signs and Symbols, Making Sense of Autism training, PDA awareness, and earned ELSA accreditation to support emotional well-being. We've also implemented Sensory Circuits and utilised B Squared to track progress. Furthermore, Behaviour Level 1 training ensures our staff are fully prepared to manage diverse behaviours positively.

In our Happy Hedgehogs provision, we are committed to fostering an inclusive environment where every child, particularly those with significant special educational needs and disabilities (SEND), can thrive. Our specialist provision is meticulously planned and designed year-on-year to meet the individual needs of each child. We believe that every youngster deserves tailored learning opportunities that not only support their educational journey but also promote their emotional and social development. Our sensory-rich environment is crafted to engage children fully, allowing them to explore and interact in ways that suit their unique learning styles. Furthermore, we prioritise communication, ensuring that each child has the tools they need to express themselves effectively.

This commitment is not just within our Happy Hedgehogs provision but we have a commitment to ensuring that all pupils have equal access to learning and opportunities and this training has supported in good progress for pupils with SEND. In Foundation Stage 2 (F2), we've observed an impressive 27% accelerated

progress among pupils meeting the expectations for the Early Years Foundation Stage (EYFS) at the year’s end, based on their starting points. This is just one example of our dedication to promoting equality in education. As we look to Year 1, it’s fantastic to see that pupils identified with Special Educational Needs and Disabilities (SEND) have made accelerated progress of up to 28% in reading, writing, and mathematics. Furthermore, in Year 2, we’ve also noted a 5% increase in those pupils achieving their learning objectives. These results reflect our ongoing efforts to support every learner, ensuring that all children can thrive and reach their full potential.

4. To ensure EAL pupils are making good progress.

In 2023/24, our school experienced a significant influx of pupils with English as an Additional Language (EAL), which presented us with both challenges and opportunities. To ensure these students receive the support they need, we swiftly engaged with the local authority's EAL network. This collaboration has been supportive in implementing effective strategies tailored to enhance language acquisition and learning outcomes. Our dedicated teaching staff benefited from professional development, enabling them to create an inclusive environment where all pupils can thrive. As a result, we've seen remarkable progress, with up to 37% of Year 2 pupils achieving accelerated progress in their learning journey. We remain committed to fostering equality and inclusion, ensuring that every pupil, regardless of their language background, has the opportunity to succeed and reach their full potential. Progress for the end of year 2024 is as follows;

RECEPTION English as an Additional Language attainment	On track in all areas which contribute to GLD				
On entry	50%				
End of Summer term (5 children)	60%				

YEAR 1 (2023 (R) to 2024 (Y1) English as an Additional Language attainment	On track in all areas which contribute to GLD	Phonics screening	Reading	Writing	Maths
End of Reception (9 children 21%)	44%		56%	56%	56%
End of Summer term Year 1 (6 children 14%)		100%	100%	100%	83%

YEAR 2 – 2023 (Y1) to 2024 (Y2) English as an Additional Language attainment	Phonics screening		Reading	Writing	Maths
At end of Year 1 (12 children 27%)			50%	50%	92%
End of Summer term Year 2 (15 children 32%)	93%		87%	80%	87% (1 child)

Pupil numbers of EAL have significantly declined in 2025, to below National figures at 8%.

Our key equality objectives focus on building a tailored approach based on individual assessments, ensuring we're meeting each pupil where they are. We will monitor progress termly, allowing us to identify and implement necessary interventions for pupils with English as an Additional Language (EAL). It’s essential to create a communication-rich environment that supports learning and development from nursery right through to the rest of the school. As a result pupils with EAL make accelerated progress throughout the school.

In the summer term 2025, the school had an external LA EAL review. The key headlines from this report are as follows:

- EAL Leadership and provision in school is highly effective.
- Classroom strategies and support for EAL pupils are embedded in good classroom provision and enable learners to access the learning and improve their proficiency in English.

- The tracking and monitoring of EAL pupils' progress is highly effective and allows teaching staff to gain a broader understanding of a pupil's language development, alongside academic development.
- Pupils feel positively about their skills as multilingual learners and enjoy opportunities to share aspects of their family's cultural background with their friends.

5. To address gaps in phonics attainment between PP and non-PP pupils

At the end of Year 1, only 43% of PP pupils achieved the phonics screening check, with another 43% scoring 20 or above, when the pass rate was set at 32. We have implemented targeted streamed groups that allow for differentiated instruction and tailored support. Through regular assessments, we can track each child's progress and identify specific areas where further assistance might be beneficial. Additionally, our 1:1 tutoring sessions provide personalised help, ensuring that no child falls behind. We understand the importance of involving parents in this process, so we regularly share information and strategies to support learning at home. Moreover, we encourage consistent practice and review of phonics skills, which has proven effective in reinforcing their understanding. These ongoing interventions have proven effective, with an average increase of 15 points in the phonics check scores from the end of the autumn term to the end of the summer term for pupils, excluding one child who has exceptional circumstances.

6. To continue to be a champion our approach to wellbeing and relationships in order to ensure the bespoke nurturing culture and support are embedded across the school.

At our school, we're committed to fostering an environment where every child feels safe and supported. Our relational school policy is now seamlessly woven into daily practices, ensuring strong connections among staff, children, and families. We've greatly enhanced staff skills and understanding of emotional support strategies, which are now actively employed across the school. The introduction of the Emotional Literacy Support Assistant (ELSA) programme has supported developments in school, with appropriate supervision in place for our ELSA staff to ensure high-quality support. Our dedicated team is utilising their skills effectively to help children affected by trauma, including those experiencing domestic abuse. Moreover, we recognise the vital role parents play in our community; therefore, we're focused on helping them understand how to seek support from our school for their children's emotional development with further information available on the school website. To further assist with emotional regulation, we've embedded the Zones of Regulation framework throughout the school, equipping everyone with essential strategies for managing emotions. Behaviour remains a strength of the school, with the majority (86% in 2025) of pupils being supported at tier 1 level as a result of embedding this practice across the school.

7. To ensure opportunities for children to explore and prepare for life in Modern Britain by enhancing cultural opportunities.

Our staff feel increasingly confident in delivering Religious Education and actively employ strategies that deepen religious and cultural awareness among students. We've made it a priority to include first-hand experiences in our RE and broader curriculum, and monitoring shows that these initiatives significantly boost children's understanding and their ability to articulate their thoughts and views effectively.

Our curriculum medium term plans specifically highlight cultural diversity, ensuring that our teaching reflects the rich variety of backgrounds within our community. Additionally, the essence of British values is strongly woven into our school culture, as recognised and embraced by parents, pupils, and children alike. These values are consistently implemented across all facets of school life, fostering a cohesive environment that celebrates inclusivity and respect.

Throughout 2025, we expose our pupils to protected characteristics through engaging assemblies and ongoing discussions in class. These activities are designed to spark conversations about diversity, equality, and mutual respect.

8. To ensure parents are aware of support networks and opportunities both within and beyond the school.

By strategically grouping pupils, we promote social interactions that enhance their learning experiences while also building connections with their families. We provide regular newsletters packed with essential updates and highlighted information, ensuring parents stay informed and engaged.

Our commitment to ongoing reviews for pupils with Special Educational Needs and Disabilities (SEND) extends beyond the classroom, offering broader support to families. We've revamped our website to feature comprehensive information tailored to parents, making it easier for them to find the resources they need.

We're thrilled to report that parent feedback is overwhelmingly positive, with 99% of parents stating their children are happy at our school and 97% believing their child is thriving academically. This reflects our dedication to creating an inclusive and supportive educational environment for all.

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10. Equality objectives for 2025/26

Objective 1: To promote the inclusion of pupils with protected characteristics in school, lowering the nursery starting age and supporting good attendance for all groups of pupils.						
Area	Rationale for Objective 1:	Success Criteria		Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Admissions Attendance	At our school, we have proudly welcomed rising threes for several years, successfully creating an inclusive and nurturing environment. Building upon the government's initiative to extend childcare and our current rising three provision, we aim to further enhance our provision by introducing two-year-olds into a purposefully designed setting. This initiative not only supports 30-hour eligible parents but also ensures accessibility for more vulnerable 15-hour pupils. We believe that every child, regardless of their background or circumstances, deserves the best start in life. (Link to SIP priority 5) In addition to this, attendance strategies have been updated considerably over the past year (2024/25). This has resulted in attendance being slightly above National levels. However, the gap between certain groups of pupils continues to be of concern. Protected characteristics covered: age, race, disability	Two year olds have been introduced into William Lilley, allowing younger children to access high quality childcare from 2 years old.		Nominated link governor-attendance and EYFS	Review of this action plan	School SEF
		Provision for two year olds is appropriate in supporting the development of children at this age and stage.		Linked governor visits	Ongoing termly review of provision for 2 year olds and impact on their learning and development	School Improvement Plan
		Attendance for all groups of children has been monitored and trends for groups of pupils have been addressed, leading to positive attendance in comparison to national counterparts		Governor oversight of budget, staff training and impact of provision	Parental feedback (Spring term)	Head Teacher Report to Governors
					Half termly review of attendance and link to attendance action plan	Link Governor Visits
	Actions	Timelines	Staff responsible	Resources-Time/CPD		Resources-Financial
Two year old introduction - see actions within Priority 5 of the School Improvement plan 2025/26 including:						
1.1	Learning environment to be introduced and further developed to meet the developmental needs of 2 year olds	Autumn	EYFS lead and EYFS team	Non-contact, staff meeting, INSET		£ cost of set-up (as identified in SIP)
1.2a	Long term curriculum to be developed to meet the needs of 2 year olds	Autumn	EYFS lead	Non-contact, staff meeting, INSET		Non-contact
1.2b	Medium and short term plans developed and refined to meet the needs of pupils	Autumn and ongoing	EYFS lead and EYFS team	Non-contact, staff meetings		Non-contact
1.3	Staff training to ensure staff have a good understanding of the developmental needs of two year olds	Autumn and ongoing	EYFS lead and EYFS team	Non-contact, staff meeting		£ release time (as identified in SIP)
1.4a	Research to ensure all aspects of provision and policy are being addressed	Autumn and ongoing	EYFS Lead/HT	Non-contact, staff meeting		£ release time (as identified in SIP)
1.4b	Implementation of EYFS policy development and review	Autumn and ongoing	EYFS Lead/HT	Non-contact, staff meeting		£ release time (as identified in SIP)
Future	Review EYFS provision through external monitoring	Summer 2026	External EiS,	Non-contact		£ release time

Developments			EYFS lead, HT		
See actions within Annual attendance action plan 2025/26 including:					
1.5a	Ongoing monitoring of all pupils within attendance and individual reviews	From Autumn 1	HT/Pastoral support	NA	NA
1.5b	Termly Governor review of attendance, actions and impact re: attendance action plan	Ongoing	Governors	NA	NA
1.6a	Half termly monitoring of attendance for different groups of pupils and actions taken to address gaps for differing groups	Ongoing	HT/Pastoral support	NA	NA
1.6b	Termly attendance monitoring	Termly	Attendance Governor and Governors via HT report	NA	NA
1.7	Child protection policy updated with vulnerable groups (and link to equality requirements) which are included within annual attendance action plan	Autumn term and ongoing	HT/ Safeguarding Governor	NA	NA
Future Developments	Identification of any trends for current and potential future pupils to address for 2026/27	Summer 2026	Governor lead, HT	Non-contact	£ release time
Objective 2: To improve the progress of all pupils so that gaps in phonics attainment are diminished.					
Area	Rationale for Objective 2:	Success Criteria		Governor Involvement	Monitoring & Evaluation Methods
Attainment	At our school, we take immense pride in our strong reputation for supporting children with Special Educational Needs and Disabilities (SEND). We have always been committed to creating an inclusive environment where every student can thrive. Currently, our school accommodates a growing number of SEND students, with 43% of our population identified as having additional needs. Of these, 18% fall under the categories of Additional Funding Needs (AFN) and High-Level Needs (HLN). Although pupils are making good progress, the gap between SEND and White British Boys in their phonics attainment is considerable. (Link to SIP priority 2) Protected characteristics covered: gender, race, disability	- Monitoring progress of SEND and non-SEND so that the gap is diminishing between the two groups - Continue to review and monitor practice and support to effectively meet the needs of the current SEND cohort - To address gaps in phonics attainment between different groups of pupils (SEND and White British Boys) - Engage with the English Hub to support the progress and development of all pupils in phonics		Nominated link governor- SEND Linked governor visits Governor oversight of budget, staff training and impact of provision	Review of this action plan Ongoing half termly data and progress analysis English hub half termly reviews SEND termly review
					School SEF School Improvement Plan Head Teacher Report to Governors Link Governor Visits Phonics data progress
	Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
Phonics and writing - see actions within Priority 2 of the School Improvement plan 2025/26 including:					
2.1	Action plan compiled and actions addressed for all pupils	Half termly	Phonics lead	Non-contact, staff meeting	£ cost non-contact

	(including White British Boys and SEND) supported by the English Hub				(as identified in SIP)
2.2	Review and appropriate delivery of RWI scheme to SEND and White British pupils, including appropriate staff training and development through external support (RWI, English hub, coaching and pathways)	Half termly review	Phonics lead, HT and English Hub	Non-contact, staff meeting	£ cost non-contact (as identified in SIP)
2.3	Analysis of progress for SEND and White British Boys, appropriate intervention identified and implemented	Half termly	Phonics lead, HT and English Hub	Non-contact, staff meeting	£ cost non-contact (as identified in SIP)
2.4	Termly review of progress for SEND pupils, appropriate intervention and provision identified and implemented	Termly	SENDCo, teachers	Non-contact	NA
Future Developments	Identification of any trends for current and potential future pupils to address for 2026/27	Summer 2026	Governor lead, HT, Phon	Non-contact	£ release time

Objective 3: Continue to increase diversity within all aspects of the curriculum by providing and promoting role models, challenging stereotypes, and developing pride in being our unique selves.

Area	Rationale for Objective 3:	Success Criteria		Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Curriculum	At our school, we pride ourselves on embedding British values into our everyday teaching and learning. Through our medium-term planning, we ensure that these are woven into our curriculum. Opportunities for discussing these values are plentiful. We also recognise and celebrate protected characteristics. Our students are encouraged to learn about and respect differences, fostering an inclusive environment. Celebrating individuality is at the heart of our ethos across the school; we want every student to feel proud of their unique identity and background. Protected characteristics covered: gender, race, religion and belief	- Providing and promoting diverse role models who inspire our students and challenge stereotypes that can hinder understanding and acceptance. - Further embed Protected characteristics and highlight opportunities to challenge and teach about these within medium term plans - Update the school vision to continue to include expectation of the school community in celebrating diversity and equality. (Link to SIP priority 6)		Linked governor visits Governor oversight of budget, staff training and impact of provision Governor support of updating school vision	Review of this action plan Ongoing termly review via HT report to Governors	School SEF School Improvement Plan Head Teacher Report to Governors Link Governor Visits
	Actions	Timelines	Staff responsible	Resources-Time/CPD		Resources-Financial
3.1	Introduction of protected characteristics to children through assembly and regular weekly 'Picture News' assembly for KS1	From Autumn 1	KS1 teachers	Picture news		Picture news subscription
3.2	Staff training to review protected characteristics and how to discuss/challenge this within daily practice. Review of these within the medium term plans and identification of diverse role models throughout the curriculum	Spring term	HT	Staff meeting		NA
3.3	Ongoing promotion of diverse role models throughout the	Spring term	Teachers	Through new resources when appropriate		NA

	curriculum, highlighted throughout medium term plans	ongoing			
3.4	Engagement of whole school to update school vision	Autumn 2	HT and Governors	Staff twilight	NA
Future Developments	Ensure continued implementation of school vision throughout the school	Summer 2026	Governors, HT,	NA	

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Objective 4: To ensure enhanced equality in communication systems and strategies across the school, thereby fostering an inclusive environment that promotes understanding and engagement among all stakeholders.						
Area	Rationale for Objective 4:	Success Criteria		Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Curriculum Complaints and Complements Other	This objective relates to three aspects of communication: Anti-bullying, complaints and complements and communication with parents and carers. With regard to Bullying, incidents of reported bullying are low and parents report that these are effectively managed within the school. However in 2025 there was 15% more parents than National figures of parents reporting My child has been bullied and the school dealt with the bullying quickly and effectively. As a school we endeavor to continue to educate pupils about effective relationships and how to manage relational conflict, whilst being supported to negotiate and navigate themselves. With regard to complaints and complements, At our school, we truly believe in fostering an inclusive environment where every voice matters. While complaints are rare, we prioritise face-to-face communication to resolve any concerns swiftly and effectively. We are proud to report that we are currently 12% above the national figures regarding parental feedback about how well we manage concerns. However, we're not stopping there; we are committed to improving this figure even further. Additionally, we regularly receive lovely compliments from parents and the community, and we strive for consistency in acknowledging these gestures of appreciation. It's crucial that everyone feels their contributions are noted and valued. Together, we can create a supportive environment that encourages open dialogue and a shared commitment to our school's equality objectives. With regard to general communication with parents, At our school, we believe that effective communication is key to promoting equality and celebrating diversity. We communicate through a range of strategies including face-to-face, through Class dojo, letters home, newsletters and website information. Parents report (2025) that communication is better than National levels. Protected characteristics covered: Disability, Age, Race, Religion	- There is effective ongoing communication with regard to relational conflict and bullying including strategies to support children and families in the prevention and management of any conflict. - The complaints policy has been updated with basic expectations for communicating initial responses and responding to complements. - Our objective is to ensure that all members of our community—regardless of their protected characteristics—feel valued and included. We aim to break down barriers by using clear, accessible language that everyone can understand.		Linked governor visits Governor oversight of communication from the school Governor parental Questionnaire	Review of this action plan Parental questionnaire	School SEF School Improvement Plan Head Teacher Report to Governors Link Governor Visits
	Actions	Timelines	Staff responsible	Resources-Time/CPD		Resources-Financial
4.1	School council review of anti-bullying child policy and sharing	Autumn term	School council	NA		NA

	within the school community				
4.2	Updating relational policy with steps to ensure effective communication with all members of the school community regarding relational and bullying incidents	Autumn term	HT	NA	NA
4.3	Updating communication methods including visual infographics for letters and newsletters	Autumn term	HT	NA	NA
4.4	Ensure newsletters are in an appropriate format that can be translated within the school website	Autumn term ongoing	Admin	NA	NA
4.5	Seek to engage with all identified groups within the school community and act upon actions identified	Spring term	HT and Governors	NA	NA
Future Developments	Consider communication policy for development to ensure consistency into the future	Summer 2026	Governors, HT,	NA	NA

11. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Governing body each year.

12. Links with other policies

This document links to the following policies:

- Accessibility plan
- Equality Policy
- Risk assessments
- Pupil premium Strategy
- School Improvement plan
- Anti-bullying policy
- SEND policy
- Relationships and Sex education policy
- Behaviour policy/Relational schools policy
- Religious Education policy
- School Evaluation Form
- School Improvement Plan