West End Primary School

Excellence Confidence Compassion Happiness

Equality Action Plan

Action Plan Reviewed October 2026
Person Responsible: Becky Linton Next Review: October 2028 (Governors)

Equality Strand/ Protected Characteristic	Objective	Action/ Outcomes	Member of Staff Responsible	Monitoring and Measuring Impact	Timescale
All	All school stakeholders will understand and adhere to the Equality Policy and action plan.	The Equality Policy will be available for parents/carers, pupils and staff on the school website.	Senior Leadership Team/ Governors	The policy will be reviewed every 3 years or as and when legislation changes to ensure reflects current practice and requirements.	Every 3 years (or as needed)
All	West End School will have an inclusive ethos to ensure that all pupils have access to the broad and balanced curriculum with no barriers to learning.	The school will ensure that the curriculum is broad and balanced to ensure that this is accessible to all. Where needed students will be supported using personalised and differentiated resources and activities to meet their needs. The school Accessibility Plan will support our commitment to ensuring that all students will have access to the setting/site and the curriculum, and the measures in place to ensure access. This will be reviewed every 3 years. Where barriers to learning are identified pupils will have access to additional support and intervention to remove these barriers, for example specific learning spaces; resources; targeted support in lessons	Senior Leadership Team/ Teaching Staff	Teaching and learning will be monitored to ensure that it meets the needs of all pupils. Schemes of work and mid-term plans will be reviewed to ensure that it is broad and balanced. The Accessibility Plan will be reviewed annually. Termly pupil progress meetings with ensure that all teaching staff have an understanding of the needs of all pupils. Targeted intervention and support will be delivered to meet need and quality assured. Pupil voice will evidence that all pupils feel included and safe.	Ongoing annual cycle.

All	To monitor and analyse the assessment data of all pupils and key groups to quickly identify and close learning gaps.	Teachers and SLT will analyse attainment and assessment data with a focus on progress made by disadvantaged pupils and those identified as vulnerable. Where this is not in line with others additional support and intervention will be put in place to raise attainment, this may include catch up programmes, small group intervention or pastoral support. Where there are gaps in attainment the school will strive to close these gaps.	All staff and governors	Progress through intervention will be monitored by teaching staff and school leaders, including governors.	Ongoing annual cycle.
All	The school environment and curriculum will promote the rich and diverse identities within society, the local community and school through the delivery of Spiritual, Moral, Social and Cultural (SMS)and British Values (BV) To ensure that children are well rounded citizens and responsible members of their local school and community.	Learning environments will promote diversity, SMSC and BV. Teaching and learning across all curriculum subjects will promote SMSC and BV. The curriculum will contain a reading spine with books where all our children are seen, represented and celebrated. The topics we cover will be diverse and inclusive of all children in school. Pupils will be asked to engage with interactive lessons, discussions and displays which raise questions and encourage them to discuss and debate spiritual, moral, social and cultural dilemmas and scenarios. A wide range of activities and events will support the development of SMSC and BV principles.	All staff	Pupils will be able to confidently express their understanding of the importance of difference and diversity. Students will be engaged with SMSC principals and participate with scenarios and dilemmas and communicate their viewpoints. Learning walks, observations and work scrutinies in school will identify displays and activities which promote SMSC and BV.	Ongoing
All	The curriculum will promote role models and heroes that pupils can positively identify	All teachers and subject leaders will ensure that they represent and promote role models, void of stereotypes, from differing cultures, religions, gender	All staff / Senior Leadership Team	Senior and middle leaders will scrutinise schemes of work and observe lessons to ensure that positive role models are	Ongoing

	with and which reflect our diverse population.	identity, sexual orientation and those with disability. This will include additional opportunities for embedding inclusion through assemblies, external guests and speakers and on Personal, Social, Health, Citizenship and Economic Education (PSHCE) days.		represented throughout the curriculum.	
All	We will ensure that we foster strong relationships between all members of our school community.	All staff in school will ensure that all pupils understand the importance of positive relationships. Where there are any difficulties with relationships or conflict, staff will act restoratively to build relationships and challenge misconceptions – these will be communicated with parents and cares.	All staff	There will be few or no incidents of discrimination recorded on the hate incidents tracker. Incidents of behaviour due to conflict will be limited. Pupils will state that they feel safe in school.	Ongoing
Gender equality	School will promote gender equality, challenging stereotypes and promote the rights of all genders/gender identity.	The school will promote gender equality and women's rights and healthy relationships through assemblies, PSHCE themed days, class activities, learning environments and through a broad and balanced curriculum.	Senior Leadership Team/PSHCE and SMSC leaders	All staff and pupils will be free from gender discrimination. This will be measured through the hate incidents tracker and Leeds City Council reporting (ARM). Pupil questionnaires and surveys will reflect pupils do not feel that that they are discriminated against due to their gender identity, and are indicative of low or zero numbers of incidents.	Ongoing
Special Educational Needs and Disability (SEND) equality	All pupils will have equal opportunity to participate in activities throughout the school.	School will be inclusive and ensure that the voice of students with disabilities and special educational needs is representative of the different members of the community, for example student council.	SENDCo/ staff	Pupils will be free from disability discrimination. This will be measured through the hate incidents tracker and Leeds City Council reporting.	Ongoing

		Pupils will be represented through all activities and will influence policy and decision making on a strategic and daily basis.		Pupil questionnaires and surveys will reflect that they feel included and that they feel that their voice is important to the governance and strategic leadership of the school, and are indicative of low or zero numbers of incidents.	
Racial equality	The curriculum, learning environments and policies will ensure that pupils and staff members do not face discrimination due to race, ethnicity, religion, culture or belief.	The school will be inclusive and ensure that the voice of pupils from differing ethnic, religious and cultural backgrounds is represented for example student council; This voice will influence policy and decision making on a strategic and daily basis. Learning environments and the curriculum will promote difference and diversity and celebrate the many cultural, religious and ethnic identities of the local and wider community. Anti-racism audit tool to be used to feed into actions within this strand of the plan.	All staff members	All staff and pupils will be free from racial discrimination. This will be measured through the hate incidents tracker and Leeds City Council reporting (ARM). Student council will be representative of the school community. Pupil surveys will reflect that students feel included and that they feel that their voice is important to the governance and strategic leadership of the school, and are indicative of low or zero numbers of incidents. Pupils will state that they are proud of their unique identity and that they feel that this is valued and celebrated.	Ongoing.
Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ+) equality	The curriculum and learning environment will promote role models and heroes that students can positively identify with and which reflect the diverse population.	The school will promote antidiscrimination against members of the LGBTQ+ community, empower pupils to celebrate unique identity, educate them about the use of non-discriminatory language.	All staff	All staff and students will be free from homophobic bullying and discrimination. This will be measured through the hate incidents tracker and Leeds City Council reporting (ARM). Pupil questionnaires will show that they are proud of their	Ongoing.

				unique identity and that they feel that this is valued and celebrated.	