

Equality Action Plan and Consultation Plan 2025 - 2028



**Upper Nidderdale
Primary Federation**

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on the analysis of our data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

How is Equality reflected in our policies and procedures?

How do we consult about equality?

- Before introducing important new policies or procedures, we consult with our school community and carefully assess their impact on equalities.
- We have rigorous safeguarding policies in place to tackle bullying in all forms.
- We have an Accessibility Plan in place to ensure that all pupils have a fair and equitable environments.
- There is coverage within the curriculum to promote each child's understanding of equality issues including community cohesion, gender roles, spiritual, moral, social and cultural development.
- Curriculum resources represent a wide variety of ethnicities, religions and cultural backgrounds.
- We are a Barnardos LGBTQ Beacon school.
- Glasshouses School is a GOLD UNICEF Rights Respecting School and St. Cuthbert's School is a SILVER, we actively promote the Rights of the Child.
- All reasonable adjustments are made to ensure that our physical environment and our curriculum is accessible to all pupils.

At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

How is our community consulted and involved in ensuring equality?

- Staff are always in the playground before and after school for parents to talk to.
- Our newsletter reminds parents about what is happening in school and about our values of the half term, as well as sharing our 'Inspirational Individual' of the half term.
- We have procedures for consulting and involving parents in all aspects of school life and we have due regard for the Equality Act when responding.
- We have procedures for collective pupil views and for finding out how pupils think and feel about school.
- Parents/grandparent RRSA steering committee.
- Collective worship that families are invited to.
- Our SEND offer – termly meetings with parents and pupils on the SEND register – collecting parent and pupil views.
- Parent Information Evenings – curriculum evenings, RSE consultation meetings etc.

What we aim to	How?	Person responsible	Timescale	Resources	Impact of our work
<p>To promote understanding and respect for differences.</p> <p>To encourage tolerance and eliminate discrimination.</p>	<p>Identify opportunities in the our curriculum to look at other cultures/ countries.</p> <p>Study famous people from ethnic minorities with a variety of abilities and celebrate their diversity.</p> <p>Ensure that toys, displays, books reflect a range of people from different cultures, whilst avoiding stereotypes.</p> <p>Review and share updated federation values.</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Planning opportunities</p> <p>Books and toys that have been carefully audited.</p>	<p>Greater understanding and respect of differences. Issues are covered through lessons - PSHE, collective worship and staff CPD.</p> <p>The school vision and values (CHAMPS_ promote respect for the differences.</p>
<p>To extend pupils' understanding of the range of peoples, cultures and religions</p>	<p>Curriculum overview and RE scheme of work to be monitored to ensure coverage.</p> <p>Plan and celebrate Black History Month, International celebration, Pride Month and cultural festivals. Extend visitors to assemblies to include a range of faiths.</p> <p>To invite representatives of different religious groups.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>NYCC RE Syllabus</p> <p>RE Intent and LT planning</p> <p>All subject leaders</p>	<p>An RE curriculum that gives children the opportunity to develop understanding of the diverse society that we live in – especially important in our schools as they are predominantly white, British.</p>

What we aim to	How?	Person responsible	Timescale	Resources	Impact of our work
<p>To break down barriers to perceptions of disability.</p> <p>To ensure that our Accessibility Plan is fit for purpose/</p>	<p>Celebrate the achievements of different disabled role models nationally and globally.</p> <p>Ensure a range of visitors enable pupils to engage positively with disabilities.</p> <p>Ensure that pupils are aware of 'hidden disabilities' and about tolerance and equity – that some neuro-diverse pupils might need adaptations such as sensory breaks or the use of ICT to record etc.</p>	<p>SENCO All staff</p>	<p>Ongoing</p>	<p>Visitors such as Lauren Doherty</p>	<p>All pupils will have a positive view of disability and be aware of hidden disabilities.</p>
<p>To narrow the pupil premium gap in Reading, Writing and Mathematics in all year groups.</p>	<p>Increase the number of Pupil Premium pupils working at the expected standard for their age.</p> <p>Monitor the achievement of Pupil Premium pupils. Plan and deliver interventions to address gaps in learning as identified through on-going diagnostic assessment.</p>	<p>DHT</p>	<p>Ongoing</p>	<p>IT</p>	<p>Gap narrowed in specific year groups and subjects (as identified through data analysis)</p>

What we aim to	How?	Person responsible	Timescale	Resources	Impact of our work
<p>To encourage our pupils to challenge gender stereotypes.</p> <p>To ensure that there is a zero tolerance of derogatory language and of sexual harassment.</p>	<p>Adults to ensure that they use positive vocabulary when speaking to children (no phrases such as 'man up' or 'cry like a girl.')</p> <p>Not lining up by gender or being grouped by gender.</p> <p>We make sure that there is a gender balance to our pupil surveys so that we hear the voices of girls and boys equally.</p> <p>Audit resources and books used in school to ensure that gender equality is represented well.</p> <p>Carefully consider use of resources and stories such as Sleeping Beauty or Snow white, where the female is rescued by a prince (and kissed without consent) unless it is to challenge the stereotypes.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Books</p> <p>Posters around school</p>	<p>Staff ethos and curriculum that promotes respect for genders.</p> <p>All pupils will feel safe in school and know what to do if anything makes them feel unsafe or upset.</p> <p>Zero tolerance of gender insults.</p>

What we aim to	How?	Person responsible	Timescale	Resources	Impact of our work
<p>To promote positive images of different families.</p> <p>To improve knowledge about different sexual orientation.</p>	<p>To ensure that our RSE curriculum recognises diverse family structures.</p> <p>Diversity Dictionary – shared at home</p> <p>Resources that reflect diverse family set ups including posters around school.</p> <p>Barnados LGBTQ work.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Variety of books showing</p>	<p>Pupils and staff recognise that all families look different.</p> <p>Being able to use the correct vocabulary when discussing sexual orientation.</p>
<p>To improve community cohesion and to achieve a greater awareness of national and community identity.</p> <p>To embed British Values through our curriculum.</p> <p>To monitor and promote the involvement of all pupils in clubs.</p>	<p>Reviews of all subjects to ensure that British Values are embedded in all subjects – subject reviews and audits.</p> <p>Monitor levels at extra-curricular events – SEN, PP</p> <p>RRSA work and Global Neighbours</p>	<p>Subject Leader Teams</p> <p>All staff</p>	<p>Ongoing</p>	<p>RRSA award</p> <p>Global Neighbours Award</p>	<p>To have a sense of community and to include all members of our community.</p> <p>To promote tolerance and acceptance of diversity.</p>