





Gateway Primary School Policy Cover Sheet

Policy Name:	Equality Plan
Adopted at / by:	FGB
Signed on behalf of the Governing Board	
Name:	Kevin Moyes
Date:	March 2025
Signed on behalf of Headteacher:	pp. 
Name:	Kayleigh Anstee
Date:	March 2025
Review period:	4 year
Date of next Review	March 2029

Equality Plan March 2025

To be reviewed [March 2026](#), [March 2027](#), [March 2028](#), [March 2029](#)

This Plan should be read in conjunction with:

- the Equality, Equity, Diversity and Inclusion Policy
- the Whole School Data Overview which includes Attainment and Progress Data
- the School Development Plan

This Plan is subject to change where and when needs are identified.

We are required:

- to publish equality Information – to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any child).
- to prepare and publish equality objectives, which we interpret as this Plan.

The school has the following overarching objectives:

- Ensure new pupils and families, taking up places in our expanding school, settle quickly and feel part of the school family; and importantly their needs are recognised and met.
- In an area of limited cultural diversity, ensure all pupils experience and understand multi-cultural Britain.
- Ensure our school ethos of a ‘inspiring curious minds’ remains strong.

Target	Action	Monitoring	Who?
When inducting new arrivals, ensure a clear understanding of cultural background, religion and language.	<p>Gather Key Information</p> <ul style="list-style-type: none"> • Hold a welcome meeting/telephone call with the pupil and their family to understand their cultural background, religion, and language needs. • Provide a questionnaire (translated if necessary) to collect details about dietary requirements, religious practices, and preferred language support. • Assign a designated staff member or mentor to assist with the transition. <p>Provide Language Support</p> <ul style="list-style-type: none"> • Offer translated materials for school rules, timetables, and key policies. • Arrange for an interpreter if needed during the induction process. • Pair new pupils with bilingual buddies where possible. <p>Respect Cultural and Religious Needs</p> <ul style="list-style-type: none"> • Ensure that religious observances (e.g., prayer times, fasting periods) are respected and accommodated. • Provide suitable meal options in the canteen that respect dietary requirements. • Educate staff and pupils on cultural sensitivity and inclusion. <p>Facilitate Social Integration</p>	<p>Review of applications and initial documents.</p> <p>Feedback from new parents.</p> <p>Feedback from new pupils.</p>	KA/SG/TS

	<ul style="list-style-type: none"> • Assign a peer buddy to help the new pupil navigate the school environment. • Encourage participation in clubs, extracurricular activities, or cultural exchange programmes. • Organise an introduction session where new pupils can share aspects of their culture if they feel comfortable. <p>Train Staff on Cultural Awareness</p> <ul style="list-style-type: none"> • Provide teachers with training on cultural competence and inclusive teaching strategies. • Encourage staff to be patient and mindful of different communication styles. • Create a supportive classroom environment where differences are acknowledged and valued. <p>Regular Check-Ins & Support</p> <ul style="list-style-type: none"> • Schedule follow-up meetings to ensure the new pupil is settling in well. • Offer pastoral support or additional help if needed. • Involve parents in the transition process and keep them informed about their child's progress. 		
<p>Ensure the school environment and curriculum promotes equality and diversity.</p>	<p>1. Inclusive Policies & Practices</p> <ul style="list-style-type: none"> • Develop and enforce anti-discrimination and anti-bullying policies. • Ensure all students have equal access to school resources, activities, and facilities. • Provide accommodations for students with disabilities or special needs. <p>2. Diverse & Representative Curriculum</p> <ul style="list-style-type: none"> • Integrate diverse perspectives in teaching materials, including different cultures, genders, and abilities. • Challenge stereotypes and biases in textbooks and classroom discussions. • Celebrate cultural and historical events from various backgrounds. <p>Fair & Unbiased Treatment</p> <ul style="list-style-type: none"> • Train teachers to recognize and address unconscious bias. • Enforce equal disciplinary measures for all students, regardless of race, gender, or background. • Provide equal opportunities for leadership roles in school activities. <p>Support for Underrepresented Groups</p>	<p>RSE and RE lead to monitor plans and outcomes.</p> <p>Monitor staff training records/meeting schedules and minutes.</p>	<p>HC/JG KA/SG</p>

	<ul style="list-style-type: none"> • Establish student-led diversity and inclusion groups. • Offer mentorship programs for minority and disadvantaged students. • Provide language support for students with limited proficiency in the primary language of instruction. <p>Parental & Community Engagement</p> <ul style="list-style-type: none"> • Involve parents from all backgrounds in school decision-making. • Partner with community organizations that promote equality and diversity. • Provide resources and workshops for parents on fostering inclusive attitudes at home. 		
<p>Help our children to understand others and value diversity.</p>	<p>Integrate Diversity into Learning</p> <ul style="list-style-type: none"> • Use books, films, and lessons that showcase different cultures, traditions, and perspectives. • Encourage discussions about stereotypes and biases in a safe and open manner. <p>Promote Inclusive Social Interactions</p> <ul style="list-style-type: none"> • Encourage group projects with mixed teams to foster friendships across different backgrounds. • Teach multiple languages or offer language appreciation activities. <p>Teach Empathy and Respect</p> <ul style="list-style-type: none"> • Help children understand different perspectives. • Read and discuss stories that emphasise kindness, fairness, and acceptance. • Teach conflict resolution skills that encourage respectful communication. <p>Celebrate Differences in a Positive Way</p> <ul style="list-style-type: none"> • Acknowledge and celebrate cultural and religious festivals from various traditions. • Display diverse artwork, quotes, and stories around the school to represent different identities. • Encourage children to share their personal experiences and traditions in class. <p>Lead by Example</p> <ul style="list-style-type: none"> • Teachers and staff should model inclusive behaviour and language. • Address discriminatory remarks or actions immediately and constructively. 	<p>Pupil voice across the curriculum.</p> <p>Monitor behaviour logs and CPOMs for any racial incidents.</p>	<p>Subject leaders</p>

	<ul style="list-style-type: none"> Reward and praise acts of kindness, inclusivity, and respect among students. <p>Involve Families and the Community</p> <ul style="list-style-type: none"> Host multicultural events that involve parents and community members. Encourage families to share their traditions and experiences with the school. Provide workshops for parents on raising children with an appreciation for diversity. 		
<p>Support children and families with PP.</p>	<p>Identify Individual Needs</p> <ul style="list-style-type: none"> Collect teacher assessment data to understand each pupil's academic, social, and emotional needs. Hold discussions with teachers, parents, and the pupil to identify barriers to learning. Regularly review progress and adapt support accordingly. <p>Provide Targeted Academic Support</p> <ul style="list-style-type: none"> Offer small-group or one-to-one interventions in literacy and numeracy if needed. Provide high-quality teaching with differentiated learning strategies. <p>Improve Wellbeing and Pastoral Care</p> <ul style="list-style-type: none"> Provide access to emotional support/nurture sessions if needed. Offer breakfast clubs to ensure pupils start the day well-nourished and ready to learn. Encourage participation in extracurricular activities to boost confidence and social skills. <p>Support Enrichment and Wider Opportunities</p> <ul style="list-style-type: none"> Subsidise trips, music lessons, and after-school clubs to ensure equal access to opportunities. Provide necessary learning resources, such as books, uniforms, or technology, to reduce financial barriers. <p>Engage Parents and Families</p> <ul style="list-style-type: none"> Run workshops to help parents support their child's learning at home. Maintain regular communication with families to build strong relationships. Provide information about additional support services, such as food banks or community programmes. <p>Monitor and Evaluate Impact</p>	<p>Monitor impact on outcomes through PPM discussions.</p> <p>Review and monitor the tracking of PP funding.</p>	<p>SLT</p>

	<ul style="list-style-type: none">• Track progress using data and adjust support as needed.• Ensure funding is used effectively, with clear evidence of its impact.• Share best practices among staff to continuously improve support strategies.		
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