	Equality Plan	Resilience Respect Responsibility
This policy was reviewed by the Governing Body: January 2025	Next review: January 2026	
Chair of Governors: Karen Grundy Head Teacher: Ilona Sanderson	Lead: Ilona Sanderson	

1. Introduction and Mission Statement

At North Clifton Primary School, we all know the experiences a child has during the formative years of their life have such an impact on the kind of person they will develop into and become in the future. Such a lot of this important time is spent at school so it is essential that we work in partnership with parents so that we can make a positive difference and create a strong foundation that can be built upon as children continue to grow, develop and flourish.

North Clifton Primary School is centred around the 3Rs Values

Respect
Resilience
Responsibility

Our Values Charter underpins the curriculum that we deliver ensuring that all our pupils become aspirant, independent and confident life-long learners, who have empathy towards one another and are prepared to take risks in their learning. We believe children learn best when they feel happy, secure, confident and valued, irrespective of their ability or disability, social background, culture or gender. As a school we complement the government's idea of British Values. Pupils are helped to understand the importance of Democracy, the Rule of Law, Respect and Tolerance and Individual Liberty, through the curriculum and extra-curricular activities. They are also encouraged to understand the importance of taking responsibility for their own behaviour and thinking about the choices they make.

We take pride in sharing our 3R Values with parents and carers. As a consequence of our values, we aim to provide all our pupils with a safe, caring and friendly environment in order to allow them to improve their life chances and help them maximise their potential.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community: supporting parents/carers and working with other agencies (where appropriate) outside the school.

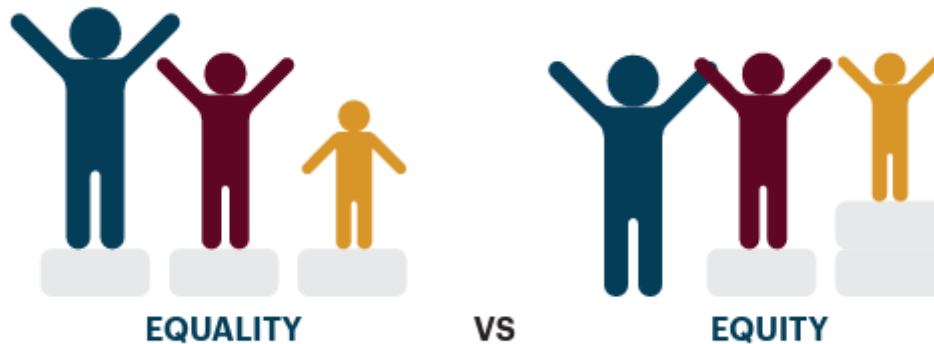
2. What we mean by Equality?

At North Clifton we understand equality to mean treating everyone fairly and with dignity and by valuing protected characteristics, which are Age, Disability, Gender Re-assignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, and Sexual Orientation. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of

treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

3. What do we mean by Equity?

The term “equity” refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.



Equality Objectives 2025-2028

Objective 1: To improve curriculum provision in order to increase understanding of equity, diversity, inclusion and belonging for all stakeholders including staff, pupils, governors and parents with a focus on race equality.

Rationale for Objective 1:

- Our curriculum content and resources are not fully representative of wider society.
- The general equality duty requires us to foster positive relations between different groups.

Success Criteria

- Children in all year groups will have increased opportunities to develop a strong sense of their identity and the potential for prejudice-based bullying will be effectively addressed
- Stereotypes will be challenged.
- Staff will be more aware of antiracism, unconscious bias and curriculum content and resources will be more inclusive/representative
- Children will know about and value each other’s cultures and religions
- Curriculum planning will reflect opportunities to celebrate diversity
- Displays in school will represent the British Values (BV), Race and Religion, Protected Characteristics (PC)

Governor Involvement

- Nominated link governor- equality & inclusion
- Focused governor visits

Monitoring & Evaluation Methods

- Review of this action plan (termly)
- Monitor curriculum/lesson plans ½ termly to ensure equality, diversity and inclusion (EDI) is incorporated through learning walks, book looks and environment reviews.
- Through conversations with children (pupil voice questionnaires)

Reporting Progress

- School SEF
- School Improvement Plan
- Head Teacher Report to Governors
- Link Governor Visits

Objective 2 To reduce prejudice and increase understanding of equality, diversity and inclusion, fully embedding the understanding of the British Values and the Protected Characteristics across school with staff, pupils and the community

Rationale for Objective 2

- North Clifton Primary is a 100% White British Community (January 2025);
- School wants to raise the profile of being anti-racist: being prepared to challenge and be challenged, as well as researching and reading to develop our understanding.

Success Criteria

- Curriculum content and resources will be more inclusive/representative through training and research and through identifying where the British Values and Protected Characteristics are relevant in the curriculum
- North Clifton Values will link to the British Values and introduce the Protected Characteristics
- Assembly and curriculum planning will embrace diversity, equity, inclusion and belonging (DEIB) and the PCs and BVs

Governor Involvement

Nominated link governor- equality & inclusion

Focused governor visits

Monitoring & Evaluation Methods

Review of this action plan (termly)

Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews

Through conversations with children (pupil voice questionnaires)

Reporting Progress

School SEF

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Head Teacher Report to Governors

Link Governor Visits