

WINCHELSEA SCHOOL EQUALITY ACTION PLAN 2025-2028

The Headteacher will review this plan annually in the Spring Term. This review will focus on the impact of the actions on the pupils.

Principles (taken from the Equality Policy)	Action	Responsibility	Time Scale	Success Criteria	Outcome and Impact for Pupils
All learners are of equal value.	Track progress across a wide range of cohorts, such as gender, ethnicity, level of need, socio-economic groups.	Headteacher SLT - Assessment	Termly	Progress and attainment will be evident for all pupils and comparisons will have been made between cohorts.	All pupils achieve in external accreditations, where appropriate.
	Analyse data to identify gaps in learning and trends. Ensure interventions are implemented to close these gaps.	Headteacher Staff as appropriate SLT - Curriculum	Termly	Any gaps in progress and attainment will have been identified and interventions implemented.	All pupils successfully identify an appropriate pathway beyond Winchelsea School. The school environment reflects our aims and celebrates our pupils' success.
We recognise and respect difference	Ensure curriculum themes cover elements of respect and rights	SLT - Curriculum	Ongoing	The themes will have the breadth to ensure coverage of topics around respect and prejudice.	Pupils have an awareness and tolerance for others. Content is clearly identified and given curriculum time for coverage.
	Ensure curriculum themes cover topics around respect and prejudice.	SLT - Curriculum	Annually		
	Ensure Post 16 pupils make an active contribution to school as positive role models.	Post 16 Lead	Ongoing	Post 16 are given areas of leadership within school	Pupils are good role models and show respect for others through their everyday actions.
We foster positive attitudes and relationships and a shared sense of cohesion and belonging	Ensure the PSHE curriculum includes sufficient coverage of appropriate learning.	SLT - Curriculum PHSE Leader	Annually	PSHE Curriculum will show a logical and sequenced plan with any gaps identified and addressed.	Pupils have a good understanding of how to build and sustain positive relationships with others.
Admissions and Exclusions	Admissions are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.	Headteacher SLT – Admissions	Ongoing	Pupils enter school based on their learning needs.	All pupils have equal access to our school, curriculum and support.

	Exclusions will always be based on the school's Behaviour Policy.	Headteacher	Ongoing	Exclusions are used minimally when behaviour is deemed unsafe for the child and the school	When the placement is deemed no longer suitable for a pupil. Pupils are guided to make helpful choices.
We observe equality in staff recruitment, retention and development	<p>Ensure job description and person specifications for jobs are not gender biased.</p> <p>Selection panels will always have at least one person who has undertaken 'Safer Recruitment' Training.</p> <p>Our actions with staff are always guided by our Public Sector Equality Duty.</p> <p>All staff to take part in a review focussing on their strengths and areas for development. This will also be an opportunity to raise awareness of school priorities.</p> <p>Staff audit to identify strengths and needs</p> <p>Enable opportunities for all staff across the school to undertake professional development irrespective of role.</p>	<p>Headteacher / School Business Manager</p> <p>Headteacher</p> <p>Headteacher / School Business Manager</p> <p>SLT – Curriculum / SLT -CPD</p> <p>SLT - CPD</p> <p>SLT - CPD</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually – Easter</p> <p>Ongoing</p>	<p>Job descriptions will not be gender biased.</p> <p>At least one member of any selection panel will have had Safer Recruitment Training.</p> <p>We have a range of policies in place designed to reinforce our obligations in this regard.</p> <p>All staff have clear objectives to support their development. Information on areas for development are fed back to CPD lead.</p> <p>We have a good understanding of staff capabilities and how to support and progress their development.</p> <p>All staff at all levels will have undertaken training appropriate to their need and development.</p>	<p>Staff are recruited for the skills they have relevant for the role they will be undertaking. Training enables a fair process to take place.</p> <p>Staff have a good understanding of the process and feel that our actions are fair.</p> <p>All staff are working towards achieving school priorities and self-development.</p> <p>Pupils receive good support. Staff are developed to attain their potential.</p> <p>Training is up to date and logged appropriately. Staff take an active role in self-improvement.</p>
We consult and involve the school community widely	Parents receive updates on curriculum focus.	SLT - Curriculum	Half termly	Parents have a good understanding of the	Parents are able to support their child's learning through have

	<p>Parents receive class news on class learning activities</p> <p>Parent Meetings inform parents of individual progress twice a year.</p> <p>Pupil questionnaires on a range of topics ensuring accessibility for all.</p> <p>Parents are surveyed during the year on a range of topics to gain their views.</p> <p>School Council</p>	<p>SLT - Assessment</p> <p>DSL</p> <p>Parent Support</p> <p>Participation Team</p>	<p>Weekly</p> <p>Biannually</p> <p>Annually</p> <p>At least annually</p> <p>Weekly</p>	<p>learning that is taking place.</p> <p>Parents have a good understanding of their child's progress.</p> <p>Results will be analysed and the school has a good understanding of parent, carers and pupil voice.</p> <p>Areas identified and acted upon.</p> <p>Pupils meet weekly and discuss current issues and projects.</p>	<p>good knowledge of the curriculum coverage.</p> <p>Parents and teachers work together to make sure the pupil makes good progress.</p> <p>Pupils are given feedback and the school will act on feedback and take appropriate action to make changes where necessary.</p> <p>Parents and are given feedback of actions and changes being made.</p> <p>Pupils have a voice in the school – their ideas are shared and acted upon.</p>
<p>We address prejudice and prejudice related bullying</p>	<p>Continue to monitor all incidents of prejudice and bullying.</p> <p>Ensure curriculum has sufficient coverage of topics related to equality and prejudice.</p> <p>Whole school to take part in anti-bullying week activities.</p> <p>Ensure assembly themes cover topics around respecting all members of the community irrespective</p>	<p>Participation Lead</p> <p>SLT - Curriculum</p> <p>Participation Lead</p> <p>SLT - Curriculum Lead/ Post 16 Lead</p>	<p>Termly</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Number of incidents will be known. Any trends or patterns will be identified and addressed.</p> <p>Curriculum will have been audited and any gaps identified and addressed.</p> <p>All pupils will have taken part in activities related to anti bullying. Number of incidents recorded will continue to be minimal.</p> <p>The assembly rota will have the breadth to ensure coverage of topics</p>	<p>Pupils, where possible and relevant, have a good understanding of how to be respectful to others.</p> <p>They understand what bullying is and where to get help if they needed to.</p> <p>Staff across the school and classes take an active role in assemblies during the year.</p>

	<p>of race, gender, disability and social-economic factors.</p> <p>Thought for the Week encourages topics to be covered in greater depth</p> <p>Ensure an assembly on anti-bullying takes place at least annually.</p> <p>Participate in Borough wide anti-bullying conferences.</p>	<p>RE Lead / SLT - Curriculum Lead / Post 16 lead</p> <p>Staff supporting School Council (AB/JO)</p> <p>Participation Lead</p>	Ongoing	<p>around respect and prejudice.</p> <p>TftW has a breadth of coverage and promotes discussion.</p> <p>An assembly will have taken place annually on anti-bullying.</p> <p>Pupils will have taken part in Borough wide activities .</p>	<p>Pupils are able to share their thoughts and feelings with others.</p> <p>Pupils are able to work with other organisations to share ideas and understand more about how to be respectful of others.</p>
Society as a whole should benefit	<p>Actively seek opportunities for Winchelsea pupils to participate with special and mainstream schools in:</p> <ul style="list-style-type: none"> • Sporting activities • Creative arts activities • School Council activities • STEAM Opportunities • Work Experience <p>Opportunities for pupils to work with the wider community.</p>	<p>SLT - Curriculum Lead</p> <p>PE Lead</p> <p>Staff supporting School Council</p> <p>STEAM Lead</p> <p>Careers Lead</p>	Ongoing	<p>Pupils will have taken part in activities with other establishments and in so doing will have supported the reduction of any potential barriers that exist between pupils with and without additional needs.</p>	<p>Local artists visiting school, Links with Lighthouse.</p> <p>PE: School Games – Gold. Pupils enter local and national competitions for sport through school games, and local events. PE competitions with satellite host schools.</p> <p>STEAM and Work Experience: opportunities to engage with employers and employees, learn about work and industry.</p>