Weldon CE Primary Equality Objectives

Objectives set: September 2024
Review date: October 2025
Next Review: October 2026

Objective 1: To promote cultural development and understanding through a rich range of experiences, both in and beyond the school.

Why have we chosen this objective:
To ensure that all members of the school community are treated with dignity and respect, and that pupils develop a clear understanding of equality, diversity and inclusion. This objective supports the school's commitment to creating a safe, inclusive environment where differences are celebrated and all pupils feel valued, regardless of their background, beliefs or personal characteristics.

To achieve this we plan to:
• Provide a broad and balanced programme of curricular and extra-curricular visits that promote understanding of different faiths, cultures and communities. • Arrange for a diverse range of visitors to share their experiences, beliefs and perspectives with pupils. • Support pupils to develop an understanding of life in a multi-faith and multicultural society, while promoting the school's Christian values. • Embed equality, diversity and inclusion across the curriculum, including through RE, PSHE and wider subject areas. • Provide opportunities for discussion, reflection and respectful debate around differences and shared values. • Ensure staff are confident in promoting inclusive practice and in addressing any incidents of discriminatory behaviour. • Monitor and respond effectively to any incidents of discrimination, harassment or prejudicial language.

Progress we are making towards achieving this objective:
- A wide variety of curricular and extra-curricular visits already take place, including visits to local educational and cultural venues such as West Lodge Farm, Northampton Museum, Rockingham Castle, Think Tank, Rutland Water and Abington Park Museum. - Senior leaders and teaching staff are undertaking a full programme of planned faith visits during 2025–2026, including visits to a mosque, synagogue and Hindu temple, to deepen pupils' understanding of different religions.

- A range of visitors are welcomed into school regularly to enrich pupils' learning, including Rev Kane Taylor, representatives of the Islamic faith from the parent community, CSALT worship leaders and external experience days such as a Florence Nightingale workshop. - Pupils are regularly exposed to different perspectives and experiences through assemblies, visits and classroom learning.	
Next steps by	Develop more robust systems for measuring the impact of this work, including pupil voice surveys to assess understanding, attitudes and sense of inclusion (July 2026) Broaden the focus beyond faith to ensure consistent coverage of all protected characteristics, including disability, gender, race and different family structures (Sept 2026) Undertake a curriculum audit to ensure diverse representation across subjects, texts and learning materials (Jan 2027) Provide further staff training to support confident and consistent responses to discriminatory language and behaviour (Sept 2026) Increase opportunities for pupil leadership, such as equality ambassadors or school council involvement in promoting inclusion (Sept 2026)

Objective 2: To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities.

Why have we chosen this objective:
To advance equality of opportunity between pupils who share protected characteristics and those who do not, ensuring that all children, particularly those who are disadvantaged, have SEND or may face social or emotional barriers, are able to access and benefit from a broad range of enrichment opportunities that support their personal development, wellbeing and sense of belonging.

To achieve this we plan to:
• Increase overall attendance and sustained participation in after-school clubs across the school. • Ensure that all pupils attend at least one extra-curricular club or activity over the course of the academic year. • Monitor participation data by key groups (including Pupil Premium, SEND and gender) to identify and address any gaps in access or engagement. • Provide financial support to ensure that cost is not a barrier, including funding places for Pupil Premium pupils. • Offer a broad and inclusive range of clubs that reflect a variety of interests, abilities and needs. • Identify and address barriers to participation through pupil and parent voice. • Support pupils who may lack confidence or experience social difficulties to attend and engage successfully in clubs.

• Ensure clear and accessible communication with families regarding club availability and access to funded places.

Progress we are making towards achieving this objective:	
Attendance at after-school clubs is monitored by the school office and sports lead, with increasing oversight of participation levels. Pupil Premium and SEND pupils are identified and offered targeted, personalised invitations to attend clubs, with places funded by the school where appropriate. Pupils who may struggle socially or lack confidence are encouraged and supported to attend clubs as a means of developing friendships and social skills. A range of extra-curricular opportunities is offered throughout the year, ensuring broad access for pupils across different year groups.	
Next steps by	Further develop the monitoring of participation data to include detailed analysis by Pupil Premium, SEND, gender and other relevant groups, in order to identify and reduce any gaps in engagement (July 2026) Introduce pupil and parent voice to better understand barriers to participation and inform future provision (July 2026) Track not only attendance but also sustained engagement and retention across each term (July 2026) Broaden the range of clubs offered to ensure a balance of sporting, creative, academic and wellbeing-focused activities (Dec 2026) Provide additional support and encouragement for pupils with low participation, including staff check-ins and peer support where appropriate (July 2026)

Objective 3: To ensure that the school environment is as accessible as possible to all pupils, staff and visitors.

Why have we chosen this objective:
To advance equality of opportunity for all members of the school community by ensuring that the physical environment, resources and provision are inclusive and accessible. This supports the school's commitment to removing barriers to participation and enabling all pupils, staff and visitors, particularly those with disabilities or additional needs, to fully engage in school life.

To achieve this we plan to:
• Ensure that all pupils, staff and visitors are able to access the learning environment and wider school facilities safely and effectively. • Regularly review the school site and learning spaces to identify and address any physical or environmental barriers to accessibility. • Engage with pupils, staff and visitors through pupil voice, staff voice and stakeholder feedback to identify areas for improvement.

- Make effective use of available funding streams to enhance accessibility, including the provision of appropriate equipment, resources and adaptations.
- Ensure that both indoor and outdoor learning environments are inclusive and support a wide range of needs.
- Maintain a proactive approach to risk assessment, ensuring accessibility is considered as part of all site and provision reviews.

Progress we are making towards achieving this objective:	
The school has made effective use of available funding, including securing a grant from Weldon Parish Council to improve furniture provision and contribute towards the installation of a wooden gazebo on the playground. A donation from The Singlehurst Trust was received to enhance access to musical instruments. Section 106 money will be used to install a new fence around the school field and refurbish the playground. The school caretaker undertakes regular reviews of the site to ensure that the environment remains safe, accessible and fit for purpose. Ongoing risk assessments and site reviews are carried out to identify and address any potential barriers to accessibility within the learning environment. Plans are in place for upcoming pupil voice and staff voice governor monitoring activities, which will gather feedback on accessibility and help identify any areas for further development.	
Next steps by	Introduce regular pupil and staff voice activities specifically focused on accessibility, ensuring that feedback is gathered and acted upon (July 2026) Ensure accessibility considerations are embedded into all future planning, including building developments, curriculum delivery and extra-curricular provision (Sept 2026).

To be reviewed by the Principal: October 2026