



Tonacliffe Primary School Improvement Plan 2024-2028
Community Cohesion and Diversity: Equality Action Plan

Prioritised Areas for Development
Focus 1: Equality as a whole
Overview of Key Priorities 1
<ul style="list-style-type: none"> • These actions take into consideration equality and equity as a whole at Tonacliffe, encompassing all six strands. It aims to promote community cohesion and diversity whilst tackling discrimination and ignorance, as well as upholding and teaching tolerance, acceptance, empathy and unity so that it becomes an established ethos as part of the Tonacliffe Primary School philosophy.
Current Situation/ Critical Analysis
<ol style="list-style-type: none"> 1. We can show how we meet the Public Sector Equality Duty (PSED) through our Equality and Community Cohesion Policy (2024). 2. There is a Community Cohesion and Equality Lead who is responsible for overseeing and the monitoring of equality throughout the school. 3. We have proactive measures in place in regards to all strands of equality but more can be done.
Supporting Evidence
<ol style="list-style-type: none"> 1. Whole school equality audit. 2. SLT meetings. 3. SIP 4. Display board. 5. Curriculum planning. 6. Community Cohesion and Equality policy. 7. EAL, PP and SEN register. 8. SLT and staff meeting minutes.
Required Changes
<ol style="list-style-type: none"> 1. Our commitment to equality and diversity must feed through the ethos of the school, with all pupils, parents and staff embedding community cohesion into daily practice. 2. The school must become proactive in providing measures to ensure we are not only meeting the PSED but that we take this further by developing a culture and ethos where equality, diversity and community cohesion are entrenched within the school for all to observe. 3. Under-represented groups participate in all areas of school life.
Proposed Outcomes
<ol style="list-style-type: none"> 1. Inclusion lead to oversee equality within school. 2. Equality is a regular and sustained topic on SLT and staff meeting agendas. 3. All staff are involved in the development and improvements within equality, community cohesion and diversity, and feel confident and able to do so.



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4. PSHE scheme of work is audited to ensure all strands of equality are taught as needed and at an appropriate level.
5. The school council regularly discuss equality and are able to give a pupil voice in terms of equality objectives.
6. Governors are aware of the importance of the equality policy and are actively involved in the promotion and embedding of equality within school.
7. Signposting to be visible to support the whole school community.
8. The whole school curriculum actively includes all strands of equality and are explored when necessary and appropriate.

Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
<p>All staff are involved in the development and improvements within equality, community cohesion and diversity, and feel confident and able to do so.</p> <p>The school council regularly discuss equality and are able to give a pupil voice in terms of equality objectives.</p>	<ul style="list-style-type: none"> Ensure equality statements are in place in all policies; including curriculum policies. 	JH to monitor.	<p>All staff are involved in the development and improvements within equality, community cohesion and diversity, and feel confident and able to do so.</p>	NA	JH	School staff	September 2024	Ongoing annually
	<ul style="list-style-type: none"> Updated community cohesion and equality policy distributed for all staff to read annually. 	Policy states how we meet the PSED.	<p>Community cohesion and equality policy reviewed in Sept 2024/5/6/7.</p>	NA	JH	All staff to read.	September 2024	Ongoing annually
	<ul style="list-style-type: none"> Deliver training from external expertise and guidance to enhance staff knowledge and understanding. 	The Key 30 minute briefing	<p>All staff receive equality training and feel more comfortable to incorporate this into</p>	N/A	JH	All staff	January 2026	January 2026



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<p>Signposting to be visible to support the whole school community.</p> <p>The whole school curriculum actively includes all strands of equality and are explored when necessary and appropriate.</p>	<ul style="list-style-type: none"> Diversity events continue to celebrated. 	<p>Tonacliffe’s list of notable/celebratory events. Long term plans. Planning.</p>	<p>teaching, learning and daily lives.</p> <p>Notable events are celebrated and children understand the meaning behind them.</p>	NA	JH	Teachers	Ongoing	Ongoing
	<ul style="list-style-type: none"> Diversity events continue to be shared on the display board, newsletter and website. 	<p>JH to share events with office staff for newsletter and display around school and on display board.</p>	<p>Pupils, staff and visitors are aware of which evens have taken / are taking place within school.</p>	NA	JH	Office staff	Ongoing	Ongoing
	<ul style="list-style-type: none"> The school choir to continue to perform for care homes and the local community. 	<p>JH and FF to arrange and monitor.</p>	<p>The choir have performed for the elderly members of our community.</p>	NA	JH	FF	Ongoing	Ongoing
	<ul style="list-style-type: none"> School council to devise pupil focussed equality objectives and from this create their own pupil equality charter. 	<p>AG to monitor and support school council to ensure objectives are relevant. Autumn term 2025.</p>	<p>Pupil led equality objectives are presented to the school and displayed on the equality and school council noticeboards. This can also be shared on the newsletter.</p>	NA	AG	Teachers	September 2025	February 2026



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	<ul style="list-style-type: none"> Governor equality training. 	Share staff briefing with governors.	All governors receive equality training and feel more comfortable in understanding the equality objectives of the school.	N/A	JH	All governors	January 2026	January 2026
	<ul style="list-style-type: none"> Carry on analysing the achievement and attainment of all sub-groups and compare the data of sub-groups to national and county data. 	Subject coordinators and SLT to monitor and compare data of all subgroups.	Data of children in all subgroups is compared to data locally and nationally.	NA	SLT	Subject coordinators	Termly	Termly
	<ul style="list-style-type: none"> Monitor the attendance of subgroups. 	Office staff to provide SLT with attendance data. SLT to discuss and monitor.	Attendance in school of subgroups monitored termly and any barriers to attendance discussed in SLT meeting to try and overcome them.	NA	SLT	JH DW/JL/RC	Ongoing	Ongoing
	<ul style="list-style-type: none"> Continue to monitor the attendance of subgroups in extracurricular sports and competitions. 	HB to monitor through registers.	HB to monitor registers and analyse attendance of subgroups.	NA	HB	SLT	Termly	Termly



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	<ul style="list-style-type: none"> Encourage involvement in school life of under-represented groups. 	<p>HB to monitor through registers.</p>	<p>IG to investigate whether there are barriers to participation and reach out to all children to attend.</p>	<p>NA Pupil premium money may be used to enable pupil premium children to attend sports clubs.</p>	<p>HB</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Ongoing</p>
	<ul style="list-style-type: none"> Instances of prejudice continue to be reported to CC&D lead (community cohesion and diversity) and governors. 	<p>JH alerted on CPOMs. JH to monitor records. Governor meeting minutes. SLT meeting minutes. JH Prevent lead.</p>	<p>Instances of prejudice are reported to the relevant people and dealt with appropriately.</p>	<p>NA</p>	<p>JH</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Ongoing</p>
	<ul style="list-style-type: none"> Organise local organisations and visitors from a range of diverse communities to be invited into school. 	<p>All staff to record visitors. JH to monitor.</p>		<p>NA</p>	<p>JH</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Ongoing</p>



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			More visitors are welcomed into school, who have a wide range of diverse backgrounds. These include curriculum based but also for assemblies and celebrations.					
Evaluation								

Prioritised Areas for Development	
Focus 2: Gender and gender variance	
Overview of Key Priorities 2	
<ul style="list-style-type: none"> These actions are based on gender and gender variance (including trans+) and how we will engage with concerns, bias, barriers and positive affirmation relating to such at Tonacliffe. 	
Current Situation/ Critical Analysis	
<ol style="list-style-type: none"> We celebrate Women and Girls in sport month. Either gender can attend any sports club but we have a girls only football club. We have 4 male members of staff out of 42. One pupil has raised questions over their gender and feel they sometimes like to be female when they were born male. We have staff toilets that are not gender specific however pupil toilets are gender specific from reception upwards. However children are able to use the gender neutral disabled toilet if they would prefer. We have no gender neutral children on role and we have no pupils identifying as a different gender to the one that they were assigned at birth, although one is questioning their gender and they may like to transition as they get older. 	
Supporting Evidence	
<ol style="list-style-type: none"> Whole school equality audit. Observations around school. 	



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3. Subject data.
4. Admissions forms.
5. CPOMs reports.
6. Communication with parents and pupils.
7. Pupil questionnaire.

Required Changes

1. Gender stereotypes and bias are not subconsciously transferred onto our pupils.
2. Data does not show a trend for both boys and girls.
3. Staff are aware of how to spot signs of any pupil struggling to associate with their gender identity.
4. The whole school accepts and does not challenge anyone transitioning gender.

Proposed Outcomes

1. That staff understand the terms linked to gender and gender variance, including the correct use of pronouns.
2. That staff are able and feel comfortable in spotting signs of any pupil struggling with their assigned gender or any pupil who may identify as a gender not assigned at birth.
3. Staff to also understand how to communicate with any gender neutral pupils that may come on roll, e.g. use of correct pronouns.
4. To ensure that all clubs are inclusive and that children are not put off joining a club due to gender.
5. That as a school we are not portraying gender bias in any subliminal message.

Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
That as a school we are not portraying gender bias in any subliminal message.	<ul style="list-style-type: none"> • Engage with Women and Girls in Sport day/month. 	Displays around school. Intra-school sports competition. Feb 2025.	Women athletes are celebrated, sports competitions are held and inspirational messages are	NA	HB	Teachers	February 2026	February 2026



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<p>That staff are able and feel comfortable in spotting signs of any pupil struggling with their assigned gender or any pupil who may identify as a gender not assigned at birth.</p>	<ul style="list-style-type: none"> Inspirational quotes re gender and gender variance to be published on the newsletter. All sports clubs are available for all. Continue to have zero tolerance to sexist language with any incidents reported on CPOMS to CC&D lead and SLT. 	<p>JH to monitor.</p> <p>HB to monitor registers.</p> <p>JH alerted on CPOMS. LS to monitor records. Governor meeting minutes. SLT meeting minutes.</p>	<p>conveyed to our pupils.</p> <p>Inspirational quotes about gender will be published monthly on the newsletter.</p> <p>Children can attend any sports club regardless of their gender or the gender of which they identify.</p> <p>Instances of prejudice are reported to the relevant people and dealt with appropriately.</p>	<p>NA</p> <p>NA</p> <p>NA</p>	<p>JH</p> <p>HB</p> <p>JH</p>	<p>RC</p> <p>HB/RC</p> <p>SLT Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing</p>
<p>Evaluation</p>								



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Prioritised Areas for Development						
Focus 3: Sexual orientation						
Overview of Key Priorities 3						
<ul style="list-style-type: none"> • These actions are based on sexual orientation (including LGBTQ+) and how we will engage with issues, bias, barriers and positive affirmation relating to such at Tonacliffe. 						
Current Situation/ Critical Analysis						
<ol style="list-style-type: none"> 1. Sexual orientation is taught through 'same sex families' in PSHE lessons. The terms 'lesbian', 'homosexual, heterosexual, transgender and 'gay' will be used with KS2. They will be used with KS1 if they ask questions about it. 2. There have been instances of terminology used in homophobic slurs by pupils to other pupils. The PSHE scheme of work needs to address these terms when teaching prejudice. 3. We have had children raise questions over their own sexual orientation. 						
Supporting Evidence						
<ol style="list-style-type: none"> 1. Whole school equality audit. 2. PSHE SoW. 3. CPOMs reports. 4. Pupil questionnaire. 						
Required Changes						
<ol style="list-style-type: none"> 1. Children and staff feel comfortable and informed when discussing sexual orientation. 2. Children and staff know where to seek support about their own sexual orientation. 						
Proposed Outcomes						
<ol style="list-style-type: none"> 1. Children and staff feel comfortable and informed when discussing sexual orientation appropriately. 2. Signposting to organisations regarding sexual orientation (age appropriate) are displayed. 3. Images of 'same sex' families are common place within school. 4. PSHE SoW is to include teaching about homosexuality, including terminology and homophobia. 5. Instances of homophobia are reduced and/or eliminated. 6. LGBTQ+ Pride Month is recognised and celebrated. 						
	Actions				Personnel	Timescale



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Priority Developments		Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Lead	Other Personnel	Start	End
<p>Children and staff feel comfortable and informed when discussing sexual orientation appropriately.</p> <p>Instances of homophobia are reduced and/or eliminated.</p>	<ul style="list-style-type: none"> • Signposting on LGBTQ+ organisations and information on display board. 	Monitoring / observation of display board.	Display board is up in a prominent position, celebrating diversity and signposting to information.	NA	JH	SLT	Ongoing	Ongoing.
	<ul style="list-style-type: none"> • PSHE teaching to cover homosexuality and homophobia, including vocabulary. 	BC to check PSHE SoW. BC to monitor PSHE and lesson observations.	Homosexuality is taught through PSHE. Homophobia and prejudice is taught through PSHE.	NA	BC	SLT	Ongoing	Ongoing.
	<ul style="list-style-type: none"> • LGBTQ+ Pride month continues to be recognised, explained and celebrated within school. PROUD month. 	JH to discuss in staff meeting time – staff meeting minutes. All teachers to plan lessons for Tonacliffe Proud Month.	Pride month is understood and celebrated within school each June.	NA	JH	SLT Teachers	June 2026	June 2026
	<ul style="list-style-type: none"> • Continue to have zero tolerance to homophobic language with any incidents 	JH alerted on CPOMs.	Instances of prejudice are reported to the	NA	SLT	Teachers	Ongoing	Ongoing



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	reported on CPOMS to CC&D lead and SLT.	LS to monitor records. Governor meeting minutes. SLT meeting minutes.	relevant people and dealt with appropriately.					
Evaluation								

Prioritised Areas for Development	
Focus 4: Disability	
Overview of Key Priorities 4	
<ul style="list-style-type: none"> These actions are based on disability (both physical and mental) and how we will engage with issues, bias, barriers and positive affirmation relating to such at Tonacliffe. 	
Current Situation/ Critical Analysis	
<ol style="list-style-type: none"> All children with a disability are currently on the SEN register. This is because it is felt that all our disabled children have a special educational need. However, it needs to be considered whether it would be more appropriate to have a disability register as well as a SEN register, as not all children with a disability may have an educational need. This includes those children who suffer from a mental health problem. The school uses a social model of disability (identifying and removing barriers) as well as a medical model. We need to consider whether every disabled child has the same opportunities as non-disabled for example participation in sports clubs and competitions. All SEN children have a pupil passport and good provision is in place for them. EYFS and KS1 teach and learn sign language as part of their everyday routine. 	
Supporting Evidence	
<ol style="list-style-type: none"> Whole school equality audit. SEN register. Registers of SEN participation in extra curricular sports clubs. Registers of SEN participation in sports competitions. Pupil questionnaire. 	
Required Changes	



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1. To create a disability register as well as a SEN register, taking into account those children with mental health problems.
2. Ensure all staff use a social model of disability.
3. To ensure provision is in place to enable disabled children to participate in all extra-curricular activities.

Proposed Outcomes

1. Staff can see and understand a clear difference between those children that have a specific learning need and those that have another need such as having a disability; both physically or mentally.
2. There is a register of those children that have a disability.
3. The school ensures that all staff and pupils follow a social model of disability as well as a medical model when appropriate.

Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
Staff can see and understand a clear difference between those children that have a specific learning need and those that have another need such as having a disability; both physically or mentally. The school ensures that all staff and pupils	<ul style="list-style-type: none"> • Update accessibility plan annually. 	Accessibility plan is updated ready for Sept 2024/5/6/7. SLT to monitor.	Accessibility plan is updated.	NA	AG	SLT	September 2024	September 2027
	<ul style="list-style-type: none"> • Staff training by specialist teachers and health professionals as needed. 	SLT to ensure adequate training is delivered to the appropriate staff when needed.	Staff are confident and proficient in using the new skills needed.	NA until needed.	AG	SLT	When needed.	When needed.
	<ul style="list-style-type: none"> • Invite speakers with disabilities to show children that people with disabilities may need empathy not sympathy. 	AG to monitor and keep register of visitors.	The school has a wider range of visitors, some of whom have disabilities, to show	NA	AG	Teachers	Ongoing	Ongoing.



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follow a social model of disability as well as a medical model when appropriate.	<ul style="list-style-type: none"> Celebrate disabled identities throughout the school year. 	Monitoring / observation of display board.Tonacliffe’s list of notable/celebratory events.	what they have achieved. Events celebrating disability/disabled people will be held, including, UK disability history month, learning disability week and world downs syndrome day.	NA	AG	AG SLT	Ongoing	Ongoing.
	<ul style="list-style-type: none"> Ensure all sports clubs and competitions and accessible to all. 	HB to monitor registers.	Children can attend any sports club regardless of their disability.	NA	HB	SLT	Ongoing	Ongoing.
	<ul style="list-style-type: none"> Continue to have zero tolerance to disablist language with any incidents reported on CPOMS to CC&D lead and SLT. 	JH alerted on CPOMS. JH to monitor records. Governor meeting minutes. SLT meeting minutes.	Instances of prejudice are reported to the relevant people and dealt with appropriately.	NA	JH	SLT	Ongoing.	Ongoing.
Evaluation								

Prioritised Areas for Development	
Focus 5: Race	
Overview of Key Priorities 5	



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<p>The school has an up to date EAL policy.</p> <p>The school has an up to date EAL register which all staff are familiar with.</p> <p>Staff can identify our EAL children and provide support in the areas of need.</p>	<ul style="list-style-type: none"> Update EAL policy and identify any actions needed. 	<p>EAL policy is updated. SLT to monitor. Sept 2024/5/6/7</p>	<p>We have a reviewed EAL policy.</p>	NA	JH	SLT	September 2024	September 2027
	<ul style="list-style-type: none"> The EAL register is up to date. 	<p>Up to date register for Sept 2024/5/6/7 if any new starters / any children leave Lancs tracker</p>	<p>Up to date EAL register.</p>	NA	JH	SLT	September 2024.	Ongoing.
	<ul style="list-style-type: none"> Network with another school internationally. 	<p>LS to monitor that each key stage has reached out and made connections with another school internationally.</p>	<p>The school has four links to other schools across the globe.</p>	NA	LS	Teachers SLT	September 2025	Ongoing
	<ul style="list-style-type: none"> Increase the use of multi-cultural resources across the curriculum to ensure coverage is broad and balanced and presents positive images of other cultures whilst challenging stereotypes. 	<p>ND to audit. Autumn term 2025.</p>	<p>New resources that feature positive affirmation of race, ethnicity and multi-culturalism to be purchased.</p>	£100	ND	SLT	September 2025	Ongoing
	<ul style="list-style-type: none"> Continue to have zero tolerance to racist language with any incidents reported 	<p>JH alerted on CPOMs. JH to monitor records.</p>	<p>Instances of prejudice are reported to the relevant people and</p>	NA	JH	Teachers	Ongoing	Ongoing



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	on CPOMS to CC&D lead and SLT.	Governor meeting minutes. SLT meeting minutes.	dealt with appropriately.					
Evaluation								

Prioritised Areas for Development	
Focus 6: Religion and belief	
Overview of Key Priorities 6	
<ul style="list-style-type: none"> These actions are based on religion, belief or the absence of religion and how we will engage with issues, bias, barriers and positive affirmation relating to such at Tonacliffe. 	
Current Situation/ Critical Analysis	
<ol style="list-style-type: none"> Tonacliffe is a community school and although Christianity is taught through our British Values, followers of other beliefs are always welcome. We have a Bible at the main entrance, however no other religious books are kept there. We have pupils of no faith, Christian, Muslim and Hindu within the school community. The six major world religions (Christianity, Islam, Judaism, Buddhism, Sikhism and Hinduism) are taught throughout the school. The absence of religion is not taught as a discrete subject through RE. EYFS are good at celebrating world religious events but this is lost though the rest of the school. 	
Supporting Evidence	
<ol style="list-style-type: none"> Whole school equality audit. Data collection sheets. Observations. Pupil questionnaire. 	
Required Changes	
<ol style="list-style-type: none"> The importance of prayer to some people needs to be identified and shared so that members of the school community will feel able to pray when needed. Assemblies need to include learning about other religious celebrations. The school as a whole needs to celebrate other religious events, not just those of Christianity. 	



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Proposed Outcomes								
1. A multi-faith prayer room or space is available to those who wish to use it. 2. Religious events are celebrated throughout the whole school.								
Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
A multi-faith prayer room or space is available to those who wish to use it.	<ul style="list-style-type: none"> Have a space available for private prayer. 	JH to monitor and review.	All staff and children are aware that we have a prayer room/space for quiet prayer or reflection.	NA	JH	SLT	September 2024	Ongoing
Religious events are celebrated throughout the whole school.	<ul style="list-style-type: none"> Increase awareness of different religions through visits to different places of worship or through visitors. 	ND to provide examples through RE SoW. Autumn term 2024	Various places of worship (for different religions) have been visited and people of different faiths to come into school.	NA (Parents to cover cost of coach)	ND	SLT	Ongoing	Ongoing.
	<ul style="list-style-type: none"> World religious events continue to be recognised and celebrated throughout the school year. 	ND to monitor. Monitoring / observation of display board.	More religious events are recognised, celebrated and enjoyed throughout the school, not just in EYFS.	NA	ND	Teachers	Ongoing	Ongoing.



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Evaluation								

Prioritised Areas for Development	
Focus 7: Socio-economic status	
Overview of Key Priorities 7	
<ul style="list-style-type: none"> • These actions are based on the socio-economic status of our families and how we will engage with issues, bias, barriers and positive affirmation relating to such at Tonacliffe. 	
Current Situation/ Critical Analysis	
<ol style="list-style-type: none"> 1. We have 43 pupil premium children in year 1 to year 6. 2. We have 45 children on FSM. 3. Some pupil premium children use their funding for extra-curricular activities, both in and out of school. 4. Specific interventions are in place for those pupil premium children who need specific targeted support. 5. Signposting on the newsletter to help and support for those families struggling with socio-economic problems. 6. A uniform recycling event is held annually. 7. A collection for The Lighthouse food bank is at the main reception in school and this is advertised on the newsletter. 	
Supporting Evidence	
<ol style="list-style-type: none"> 1. Whole school equality audit. 2. Pupil premium provision map. 3. Subject data. 4. Pupil premium register. 5. FSM register. 6. CPOMs reports. 	
Required Changes	



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1. Staff are aware of those families who face socio-economic struggles and know what support there is to put in place.
2. More signposting available to support for families facing socio-economic hardship.

Proposed Outcomes

1. Pupil premium children's data is in line with their peers.
2. Families are forthcoming if they are experiencing hardship.
3. Staff are aware of how and where to signpost families who come forward with worries or who are struggling financially.

Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
Pupil premium children's data is in line with their peers.	<ul style="list-style-type: none"> • Continue to monitor the attainment of pupil premium children and compare to local and national data. 	JH monitor PP data. Termly.	Pupil premium data will be in line with local and national data.	NA	JH	Teachers	Ongoing	Ongoing.
Staff are aware of how and where to signpost families who come forward with worries or who are struggling financially.	<ul style="list-style-type: none"> • Monitor the provision in place for pupil premium children. 	JH monitor PP Termly.	Provision and interventions are in place for those children that need.	NA	JH	Teachers	Ongoing	Ongoing.
	<ul style="list-style-type: none"> • School uniform recycle event. 	JH to organise an event each year.	An event is held each year to give out any uniform unclaimed from lost property.	NA	JH	PM SLT	June 2026	Ongoing
	<ul style="list-style-type: none"> • More signposting to help and support in the form of texts, emails and the newsletter. 	JH to monitor. Newsletter / emails / texts.	Signposting is clearly available to organisations dedicated to support	NA	JH	SLT Office staff	Ongoing	Ongoing



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			for financial worries and problems.					
Evaluation								