



ONGAR PRIMARY SCHOOL

Annex to: SCHOOL DEVELOPMENT PLAN



EQUALITY OBJECTIVES 2026-2029

At Ongar Primary School, and across Bridge Academy Trust, we believe that every pupil has the right to receive an education which is free from discrimination, harassment, or victimisation.

We are committed to providing all our pupils with equal opportunity to thrive in a setting free from discrimination in all its forms. We strive to be a school where adults and children, whatever their race, religion, gender, orientation, disability, or social circumstances, will find safety and respect for themselves and their family.

Our policies should ensure that every member of our community is respected, welcomed, and valued. We act to:

- Ensure that all pupils can Enjoy, Enrich, Achieve and Aspire.
- Ensure that parents and pupils can make choices free from prejudice and stereotyping.
- Oppose any form of discrimination.
- Promote respect between cultures and religions, valuing every pupil's background and experiences.

	Desired Outcomes	a) Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act 2010; b) To ensure our curriculum and wider provision is inclusive for our pupils identified as SEND. c) To explore and understand the reason for higher absentee levels of our disadvantaged pupils and begin to improve attendance rates for these children.
	Protected Characteristics	Age, disability, gender reassignment, race, religion or belief, sex.
	<u>Strategies</u>	a) Implement robust delivery of British Values through PSHE, Votes for Schools and wider curriculum to promote mutual respect and tolerance for those with different faiths or beliefs. RE co-ordinators identifying appropriate RE scheme to underpin RE curriculum from Sept. 2023 Promote awareness, acceptance, and mutual respect in EYFS through PSED and Understanding the World areas for development learning/sessions, foci and activities; providing diverse range of resources for children to explore. National spotlight awareness days: Anti-bullying, Downs syndrome, National women's day, Black History month. Planned whole school assemblies celebrating diversity. National college training for all staff. b) Consider equitable access to all aspects of school curriculum (including trips, visits, events) at planning and implementation to ensure fair and appropriate access Promote and support participation of reluctant, disadvantaged, SEMH and pupils with protected characteristics in extra-curricular and inter-school opportunities (sports, projects, school-representation, council, etc.) Sports Social Skills groups to support children with identified SEMH needs. Monitor engagement of our SEND children in extra-curricular, sports and enrichment offers. Panathlon & SEND Sports events attended by mixed pupil groups. OPAL project to support development of effective social interaction and character education for all. Inclusive play opportunities are promoted and evident.



ONGAR PRIMARY SCHOOL

Annexe to: SCHOOL DEVELOPMENT PLAN



		Parent workshops in response to parent voice: ASD, Anxiety, resilience C) strong positive relationships with parents/ carers Follow attendance flowchart and intervene early with school-based meetings. Identify 'higher risk' of PA children and prioritise this with first day calling. Secure the support of LA attendance team and Trust attendance specialist to advise and review processes.				
IMPLEMENTATION 2026-2027						
Objectives	Strategies	Protected characteristics	Target group	Responsible staff	Monitoring	Evidence of progress
Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act 2010;	Implement robust delivery of British Values through PSHE, Votes for Schools and wider curriculum to promote mutual respect and tolerance for those with different faiths or beliefs.	Race, religion or belief	All pupils	All teaching staff. RE subject leader School council lead	Termly curriculum overview	Picture News introduced for weekly assemblies. Discreet promotion of British Values. Votes for schools embedded in OPS curriculum New RE SoW implemented. Scheme adapted to account for prior knowledge. Pupil voice represented through house captains and house assemblies Contextual PHSE sessions planned and implemented.
Consider equitable access to all aspects of school curriculum (including trips, visits, events) at planning and implementation to ensure fair and appropriate access	Promote and support participation of reluctant, disadvantaged, SEMH and pupils with protected characteristics in extra-curricular and inter- school opportunities. OPAL project to support development of effective social interaction and character education for all. Inclusive play opportunities are promoted and evident.	Race, age, disability, gender, religion or belief.	All pupils	Play coordinator, SLT, SENCo, PE subject lead.	Ongoing	Uptake of school clubs and sports event monitored to sure inclusion and equity. School council to represent pupil voice with regard extra-curricular opportunities Regular 'wellbeing checks' for early intervention Platinum award for OPAL project. Beacon school to demonstrate best practice for other schools regionally. Inclusivity considered when developing provision.
Foster strong positive relationships with parents/ carers to promote regular school attendance	Follow attendance flowchart and intervene early with school-based meetings. Identify 'higher risk' of PA children and prioritise this with first day calling. Track and monitor impact.	Race, age, disability, gender reassignment, religion or belief.	All pupils and stakeholders	Admin staff SLT	Ongoing (trust review, LA reviews)	First day calling processes robust and rigorous. SLT meet regularly to identify SPA and PA and any additional help that can be offered. SLT seen external advice and actions where necessary School based meetings to support parents with barriers to attendance.