

Diversity, Equality, Equity, Inclusion Action Plan 2024 – 27 for Great Ouse Primary Academy

Area of focus	Delivery (High Quality Learning Environment)	Leadership (Pursuit of Excellence)	Impact (Achievement for All)	Experience (Valuing People and Extending Boundaries)
Bullet point why you have chosen your objectives, linked to the protected characteristic selected, as the priority for your school.	All people are of valued equally- learners, potential learners, their parents and carers, volunteers and staff: All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value.	We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.	We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.	We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.
Outline how you will achieve your DEEI objectives.	<i>Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</i>	<i>Have in place a reasonable adjustment agreement for all staff with disabilities to meet their needs better and make sure that any disadvantages they experience are addressed.</i>	<i>Develop cultural humility in all teams to maximise cross cultural understanding and engagement. Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times) Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities,</i>	<i>Encourage people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).</i>
Identify each term over a 2 year timeframe and who is Leading each objective	Senior Leaders and Academy Council	All school staff	Senior Leaders, Core Trust colleagues and Academy Council	Senior Leaders and Academy Council