

## Equality Action Plan 2025-2029

### January 2026 Review

Where relevant further details will be included in the SIP or subject leader action plans.

This action plan will be monitored annually at a FGB meeting in the spring term.

### The Ribblesdale Federation of Schools

Identified Key Area					
Curriculum Resources					
Key Issue					
To ensure our reading curriculum promotes equality and diversity					
Success Criteria					
The new reading spine reflects and promotes equality and diversity					
New reading materials are purchased to reflect equality and diversity					
Reading materials across various subject areas reflect equality and diversity					
Actions to achieve the SC	Key Person/s	Time Frame	Resources / Financial Implications	Monitoring	Progress RAG
New reading spine to be developed and introduced across all classes, year groups to reflect equality and diversity	Reading Leader: Mr Scott	2025-26	Time provided to develop reading spine, including staff meetings	EHT and Federation GB	Reading spine draft document available, to be finalised by the end of spring 1 26.
Reading spines books are purchased and available to pupils	Reading Leader: Mr Scott	May 2026 May 2027 May 2028	EHT to allocate an annual budget to develop reading materials, including books which reflect	EHT FBM, and Federation GB	

			equality and diversity		
Audit reading materials across the curriculum, beyond English (e.g History, Geography etc)	Reading Leader / Subject Leaders	School Year 26/27	Staff Meeting and Subject Leadership Time	EHT and Federation GB	
Use audit to identify gaps in reading materials across other curriculum areas and identify suitable reading materials to purchase	Reading Leader / Subject Leaders	School Year 26/27	Staff Meeting and Subject Leadership Time	EHT and Federation GB	
Identify a budget to purchase books to reflect equality and diversity across a range of subject areas and purchase	Reading Leader / Subject Leaders	School Year 27/28	EHT to allocate an annual budget from April 27 allocation	EHT and Federation GB	

<b>Identified Key Area</b>
Policies and Procedures
<b>Key Issue</b>
To review the following policies, guidance and procedures to ensure they share how we intend to embrace, celebrate and promote equality, diversity and inclusion: Behaviour Policy Anti-Bullying Policy Uniform Policy Inclusion Policy
<b>Success Criteria</b>
<ul style="list-style-type: none"> <li>The Behaviour and Anti-Bullying Policy will include definitions for identified categories of bullying, including homophobic, transphobic and</li> </ul>

biphobic bullying, sexual harassment

- The Behaviour and Anti-Bullying Policy will include how incidents are recorded by type, then analysed and monitored
- All policies will be reviewed and updated in-line with the DfE recommendations e.g annually, every 4 years
- The uniform policy will be reviewed in 2027 to ensure it reflects equality and diversity e.g it allows pupils to request changes for personal or religious reasons
- To ensure the Inclusion Policy is reviewed and updated in 2026 to reflect current practice and guidance

Actions to achieve the SC	Key Person/s	Time Frame	Resources / Financial Implications	Monitoring	Progress RAG
Apply to access regional offer	Catherine Maddocks	December 25	Time allocated to complete on-line forms	FGB	
Access the attendance and behaviour hub regional offer 26/27.	Catherine Maddocks Rachel Houghton	January 26 to December 26	Dedicated SLT time 3 days off-site	FGB School Advisor	
Re-write the school behaviour policy	Catherine Maddocks and Rachel Houghton	By July 2026	Dedicated SLT and HT time	FGB	
Re-write the anti-bullying policy	PSHE Leaders and Rachel Houghton	By October 2026	Dedicated time	EHT and FGB	
School Uniform Policy to be reviewed and updated annually	Catherine Maddocks	Spring 2027	Dedicated HT time	FGB	
Review and update the Inclusion Policy	Alison McGregor	Summer 2026	Dedicated Time allocated by Inclusion Leader	EHT and FGB	

Identified Key Area
Inclusion/SEND
Key Issue
To ensure the curriculum is fully inclusive and adapted to meet the needs of all pupils, including those with Special Educational Needs and Disabilities
Success Criteria
<ul style="list-style-type: none"> <li>Subject specific SEND adaptations are developed and available to use by teaching and support staff</li> <li>Adaptations across the curriculum are evidenced when monitored</li> <li>CPD for all staff regarding curriculum adaptations is provided at regular intervals by the SENDCo/Inclusion Leader or External Provider</li> </ul>

Actions to achieve the SC	Key Person/s	Time Frame	Resources / Financial Implications	Monitoring	Progress RAG
SENDCo to visit Gisburn Primary School to meet with Inclusion Leader	Alison McGregor	February 2026	Time allocated	EHT/FGB	
Staff Meeting to consider draft curriculum adaptations with subject leaders.	Alison McGregor Subject Leaders	March 2026	Time allocated	EHT/FGB	
Subject leaders to amend and adapt curriculum adaptations documents and share with SENDCo	Subject Leaders	March 2026	Time allocated	EHT/FGB	
Inclusion to compile documents and share with teaching, support staff and SEND Link Governor	SENDCo	April 2026	Time allocated	EHT and SEND Link Governor	
Staff to use documents	All teaching and	May 26 onwards	None	EHT/FGB	

to ensure the curriculum is adapted to meet the needs of pupils with SEND	support staff				
SENDCo and subject leaders to monitor the use of adaptations in lessons and work to support pupils with SEND	SENDCo and subject leaders	September 26 onwards Monitoring calendar 26/27	Subject Leader time / Supply cover	SENDCo and subject leaders	

Identified Key Area
Curriculum
Key Issue
To develop the curriculum to ensure it represents the rich and diverse culture/faiths of modern Britain
Success Criteria
All curriculum areas are audited to identify current opportunities to learn about culture, faiths and diversity
Curriculum maps are updated to identify further opportunities to learn about culture, faiths and diversity
Enhancement opportunities are developed and considered
Pupils are able to talk confidently and respectfully about people who are different from themselves
Stronger links with the local and wider community and faith groups enrich the educational experiences available to all pupils

Actions to achieve the SC	Key Person/s	Time Frame	Resources / Financial Implications	Monitoring	Progress RAG
Include this key area in the SIP 2025/26	Catherine Maddocks	2025/26	Dedicated Headteacher time	FGB / SIO	This area is included in the SIP. The GB receive termly updates on progress.
Implement the key	Catherine Maddocks	2025/26	Subject Leader time	EHT	On-going in school year

actions in the SIP during the school year 25/26	Rachel Houghton and Rebecca Shaw		Staff Meeting time		25/26.
Monitor the implementation of the key actions identified in the SIP	Catherine Maddocks Rachel Houghton / Rebecca Shaw FBG	2025/26	Subject Leader and EHT time	FGB Hilary Cave Visit SIO	
Complete pupil voice activities to evaluate knowledge and understanding of other faiths and cultures	SIO PSHE Leader/s	Summer 26	SIO allocated time Subject Leader time	FBG Hilary Cave Report	