

Objective 1: Ensure curriculum and pedagogy reflects diversity and meets diverse needs.

Equality Action Plan	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Rationale for Objective 1: Our curriculum content and resources are generally representative of wider society and this is reviewed termly to find ways to enhance this further. There have been 3 racist incidents in school during the last academic year Protected characteristics covered: race/religion	Children in all year groups will have increased opportunities to develop a strong sense of their identity and their future selves. The potential for prejudice-based incidents and bullying will be effectively addressed. Stereotypes will be challenged by all staff. Through coaching CPD, staff will be more aware of unconscious bias Curriculum content and resources will be further developed to be inclusive/representative of all Protective Characteristics. Children will know about and value each other's cultures and religions.	Nominated link governor- equality & inclusion Focused governor visits Finance Committee (oversight of training & resource budget) Strategic Governors Committee has oversight of curriculum	Review of this action plan (termly) Monitor curriculum/lesson plans termly to ensure Equality, Diversity and Inclusion is incorporated through learning walks, book looks and environment reviews. Through conversations with children (pupil voice questionnaires)	School SEF Review of Equality Objectives document Head Teacher Report to Governors Link Governor Visits

Objective 1: To reduce prejudice and increase understanding of equality, diversity and inclusion more specifically an understanding of race equality by the whole school community including SLT, Governors, staff, pupils and parents

Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
1.1 Further staff coaching CPD focused on unconscious bias/ EDIB (Equality, Diversity, Inclusion and Belonging) /anti-racism/ the inclusive curriculum 1.2 All staff to be included and actively involved	Summer 2026– Summer 2027	HT	Training BVs and PCs	Budget to be identified for staff meetings
1.3 Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of race and religion	Autumn 2026 (with some audits taking place	Subject Leads	Staff meeting Subject Leader time	Budget to be identified for resources

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	during curriculum development Spring 2026)			
1.4 Consciously include key texts and lessons which challenge racial and religious stereotypes and are representative of modern-day society.	Spring 2027 onwards	All staff		Budget to be identified for resources
1.5 Through ‘Cuppa with the Head,’ consult parents/carers. Through pupil interviews, review the impact of the implemented changes	Autumn 2026	Equality Governor HT	Focus group/survey School Council meeting	
Future Developments Establishment of focus group to include representation from all stakeholder groups to further embed EDI across the whole school Develop a Diversity Champions Group	Autumn 2026– Summer 2027	Equality Governor HT		

Objective 2: To promote an inclusive school community where all feel safe and valued - Ensure all pupils feel safe, respected and able to be themselves.					
Equality Action Plan Rationale for Objective 2	Success Criteria		Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Pupil interviews evidence that there is an understanding of the British Values for most pupils. The new school website is ready for new documents adding to support our school community. Our Children in Care learn through a MML project and celebrate their achievements at an LA Virtual School event.	Pupils can articulate what belonging means; values are visible and referenced. Pupils can speak about and show good understanding of the British Values, including why we have British Values. Pupils can speak about their involvement and understanding of key weeks. Website is updated and informative to parents		Nominated link governor- equality and inclusion. School	Monitoring and evaluation methods:	SEF School growth and improvement plan Head teacher reports to governors Link governor reports Updating governors at meetings to understand how this is taught in school. Updated from the work with NCC Review of action plan Audit of displays Website audit
Objective 2					
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Resources - Financial	
Each pupil is to be awarded a Mistonin badge to further enhance belonging.	November 2026	HT	Purchasing and design	£500 for purchasing badges	

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			– staff meeting with explanation of what the badge represents	
School vision is displayed in main entrance and children can articulate this.	November 2026	HT	Design from staff and governors vision meeting.	£1000 for the quality display
Staff are to use assemblies to explicitly teach about the school values, British values and protective characteristics From September 2026 Tuesday – Key stage assemblies delivered by staff Wednesday assemblies- Wellbeing assemblies focusing on wellbeing, mental health and Taking Care, through pupil voice. Friday whole school assemblies focused on Take Care learning and exceptional work for the whole class — delivered by SLT All teaching staff attending	September 2026	SLT	Staff meeting time to support fidelity to School Values, BV and PC.	
Displays around school to show EDIB (front of school to have welcome display in all language spoken in school) November 2026 Updated termly – refreshed Office team	November 2026	Office team	Office time using Arbor for up to date information.	
Celebrate key weeks Antibullying, Children’s mental health week, Safer internet, Autism awareness, Dyslexia From September 2026. Timetable this effectively SLT across the year and review termly for adjustments.	September 2026	SLT	SLT meeting time.	

Objective 3: Boys have adapted and bespoke support to develop skills in self regulation.

Equality Action Plan Rationale for Objective 3: Y6 Boys behaviours Summer 2026 were a factor in the impact on data outcomes.	Success Criteria The needs are known and understood.	Governor Involvement SEND governors meetings Strategic Committee monitoring SIP	Monitoring & Evaluation Methods Behaviour monitoring Attainment monitoring	Reporting Progress Monitoring reports Reports SEND governors
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In other year groups HT and SENDCo have identified SEND SEMH needs. Protected characteristics covered: Sex, disability	The needs are supported through professionals and family partnership working. Adaptations to provision are planned and preventative, rather than reactive. Relationships with the identified pupils are positive and named staff are a team of support.		Multi agency impact on actions Pupil interviews Pupil questionnaires	Pupil interview monitoring Data analysis and evaluation
Objective 1: To improve the self-regulation for boys so that they are able to engage positively with all aspects of school life.				
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
SLT identify boys needing additional support in regulation and engagement.	September 2026	HT/ DHT	Staff meetings/ SLT meetings	
SLT to monitor weekly, positive behaviours in the identified group and areas to support and improve.	September 2026 start and then weekly	HT/ DHT	Kirsty Coaching focused Y2/3 Staff meeting sharing the vision of this work	Kirsty Coaching £1600 x 2 rounds
Through multi agency meetings, plan actions to support the child and the team around the child.	Autumn term 2026	HT/ SENDCo	Cover for teachers/ TP to participate in meetings	£1000