

Equality Action Plan

Updated Spring 2025

To run until the end of Summer 2026

Equality Action Plan Rationale for Objective 1:	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
While our curriculum teaches the children about the protected characteristics and the British Values, this is not always explicit enough and the children cannot always articulate their knowledge of them.	By July 2026, at least 80% of pupils (as measured through termly pupil-voice spot-checks) will correctly identify all nine protected characteristics and all five British Values. By July 2026, at least 80% of pupils will be able to explain why protected characteristics and British Values matter (measured through structured interviews or verbal responses). By Summer 2026, 100% of PSHE curriculum maps will explicitly reference where protected characteristics and British Values are taught across subjects. By July 2026, monitoring (learning walks and book looks, belonging book in the hall) will show 100% of classes referencing protected characteristics in lessons and assemblies.	Nominated link governor-equality & inclusion Focused governor visits	Termly review of this plan Pupil voice – termly spot-checks on the children’s knowledge and ability to articulate their understanding	School Improvement Plan SEF HT report (termly) Link governor visits
Protected characteristics covered: All				

Objective 1: Increase the children’s awareness of the protected characteristics and British Values and why these are important, so they are able to appreciate and embrace the diversity within their school and the wider world.	
Actions	Timelines
Review the current coverage of protected characteristics across the curriculum – especially within the Jigsaw PSHE curriculum.	Spring 2 2025
Agree school-wide definition of the protected characteristics and ensure this is displayed in every classroom and around school alongside the British Values.	Spring 2 2025
Monday assemblies to explicitly reference the protected characteristics and British Values – No Outsiders assemblies	Beginning in the spring term and continuing beyond
Begin collecting evidence through pupil voice and scapbooks/posters.	Spring/summer 2025 and continuing beyond
Provide training for staff on the protected characteristics and how to effectively teach about them.	INSET Day – 16.06.25
Teachers to refer to the protected characteristics explicitly during their teaching of Jigsaw PSHE and other curricular areas (e.g. RE).	From the summer term and then into 2025-26
Embed weekly assemblies referencing Protected Characteristics and British Values, including discussion scenarios.	Weekly – ongoing from Autumn 2025
Conduct curriculum audit to check representation of diverse cultures and identities across subjects	By summer 2026
Monitor Jigsaw/RE lessons to ensure explicit reference to PC/BV and inclusive content.	Termly monitoring cycle

Equality Action Plan Rationale for Objective 2:	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
We have 26 children in school who are not white-British. That’s 18% of our pupils – almost one in five. As a school we do not celebrate this diversity enough and our in-school celebratory events are not diverse enough. We would like to educate the children about the diverse cultures within our school and to celebrate this.	By September 2025, our annual calendar will include assemblies and cultural celebrations aligned with the school’s demographic data. From Autumn 2025, at least one cultural celebration day or event will take place each academic year (alongside the regular assemblies, etc.) By July 2026, at least 80% of pupils will demonstrate knowledge of at least three cultural backgrounds represented in the school (via simple surveys or class discussions). By July 2026, at least 70% of parents from minority cultural backgrounds will report feeling that the school celebrates their heritage (via annual parent questionnaire). By the end of each term, feedback from pupils and parents will show positive	Nominated link governor-equality & inclusion Focused governor visits	Pupil voice Pupil interviews Governor visits Parental questionnaires	School Improvement Plan SEF HT report (termly) Link governor visits
Protected characteristics covered: Race				

	responses (minimum 75% satisfaction) about inclusivity of events.			
Objective 2: To promote and embrace the diversity that reflects the cultural make up of modern Britain, especially the diversity within our own school.				
Actions		Timelines		
Hold discussions with staff, students, and parents to understand perceptions of diversity within the school and identify areas for improvement.		Spring 2025		
Create 2025-26 calendar of visits, themed days, in-school visitors, etc. Organise cultural awareness days, where children from different cultural backgrounds can share their traditions, food, music, and stories. If possible, invite parents or other family members into school		Summer 2025		
Run cultural visits and in-school celebration days (initially 1-2 per term)		From summer 2025		
Dedicate specific assemblies to celebrating cultural holidays, such as Diwali, Chinese New Year, Eid, Black History Month, and others. Where possible, link these to in-school events of school visits.		At least 1 per half term		
Organise workshops for parents of invite parents in at the end of each celebration day to hear what the children have been learning about and to share experiences.		Every term		
Organise at least one visit per year to places of worship or culturally important places. At present we have regular links with the church but this is the only place if worship we visit.		Once a year (minimum)		
Gather feedback on the events and cultural calendar		End of each term or end of each event		

Equality Action Plan Rationale for Objective 3: There have been 4 incidents between children in school during the last twelve months which we consider to be race-related. While most of these are not deliberate or discriminatory, there is a common pattern of insensitivity and a lack of understanding. Our curriculum content and resources are not fully representative of wider society. The general equality duty requires us to foster positive relations between different groups. Protected characteristics covered: Race	Success Criteria By July 2026, at least 85% of pupils will report feeling represented and respected at school (measured via annual belonging survey). By July 2026, curriculum audits and monitoring walks will show that 100% of subjects include representative resources/texts showing diversity in race and religion. By July 2026, 100% of teaching staff will have completed CPD on unconscious bias and inclusive curriculum planning (tracked via attendance records). By July 2026, surveys of parents and carers will show that at least 75% feel the school promotes inclusion and belonging.	Governor Involvement Nominated link governor-equality & inclusion Focused governor visits	Monitoring & Evaluation Methods Regular review of this action plan Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews. Through conversations with children (pupil voice questionnaires)	Reporting Progress SEF School Improvement Plan Head Teacher Report to Governors Link Governor Visits
Objective 3: To increase inclusion and belonging for all stakeholders including staff, pupils, governors and parents.				
Actions		Timelines		
Pupil voice – consulting pupils to discuss their own representation and how they feel about it at school. Ch encouraged to share their experiences of any race-related incidents.		Summer term 2025		
Staff CPD focused on unconscious bias/ EDI/anti-racism/ the inclusive curriculum All staff to be included and actively involved		Summer term 2025		
Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of race and religion		Summer term		
Consciously include key texts and lessons which challenge racial and religious stereotypes and are representative of modern-day society.		Autumn 2025		
Ensure Jigsaw lessons are included on challenging stereotypes (in all classes) – especially racial stereotypes		2025-25 academic year		
Consult pupils and parents/carers re the impact of the implemented changes through a survey/questionnaire		2025-26 academic year		
Deliver staff CPD on unconscious bias, anti-racism and inclusive curriculum planning.		Spring 2026		
Track incidents of bias/insensitivity and analyse trends.		Ongoing monitoring from 2025-26		
Conduct pupil voice and parent surveys to assess understanding of inclusion, representation and belonging.		Aligned with SIP priority		

