



Equality Objectives Action Plan

Objective 1: To increase the whole school community's understanding of diversity, equity, inclusion and belonging, and reduce prejudice-related incidents.				
Rationale for Objective 1	Success Criteria		Governor Involvement	Monitoring and Evaluation Methods
Rationale: Our RESPECT curriculum helps the whole school community understand and value difference and build positive relationships. There have been a number of prejudice-related incidents in school during the last academic year. Protected characteristics covered: Race, gender, disability, sexual orientation, age, marriage or civil partnership, pregnancy and maternity, religion or belief, sex.	Pupils can demonstrate, in an age-appropriate way, what they have learned through the curriculum about diversity, protected characteristics and fundamental British values. Pupil and staff feedback shows increased confidence in recognising and challenging stereotypes and prejudice-related behaviour. Curriculum content and resources will be more inclusive/representative. Prejudice-related incidents are recorded and followed up promptly and consistently. Where incidents are repeated, support for the pupil affected and intervention for the pupil responsible are recorded and reviewed. The number of repeated prejudice-related incidents decreases and pupil feedback shows that children feel safe, respected and included.		The DEIB link governor meets with the RESPECT lead once a term to review curriculum delivery, pupil and staff feedback and anonymised CPOMS trends, including repeated incidents. During a focused visit each year, the link governor speaks with staff and pupils to check understanding. The Joint Committee reviews requests for staff training, intervention programmes and curriculum resources, and monitors spending against the agreed budget.	The RESPECT team reviews the action plan termly. Progression maps, learning walks and pupil voice are monitored for coverage of diversity, protected characteristics and fundamental British values. Anonymised CPOMS records are reviewed termly for incident trends, repeated incidents and the impact of follow-up. Curriculum resources and displays are reviewed annually for representation.
Actions	Timelines	Staff Responsible	Resources (Time/CPD)	Resources (Financial)
1.1 Review the RESPECT curriculum progression maps to ensure pupils build an age-appropriate understanding of diversity, protected characteristics and fundamental British values in every year group.	Summer 2027; review annually	RESPECT team; curriculum leaders	RESPECT team, curriculum leaders	
1.2 Review lessons, displays and resources to ensure a range of identities, families and experiences is represented and stereotypes are challenged.	Autumn 2026 onwards; review annually	RESPECT team; teaching staff	Time to audit resources and update lessons and displays	Budget for replacement or additional books and resources, where gaps are identified
1.3 Provide staff with guidance and training on delivering the RESPECT curriculum and responding consistently to prejudice-related incidents.	Autumn 2026; refresh annually and during staff induction	RESPECT team; pastoral/safeguarding lead	Staff meeting or INSET time, induction time	External training costs, if required
1.4 Record and follow up prejudice-related incidents in line with school procedures, communicating with pupils and families as appropriate.	Ongoing from Autumn 2026	All staff; pastoral/safeguarding lead	Staff time for recording, follow-up and communication; guidance on procedures	
1.5 Where incidents are repeated, agree and review appropriate support for the pupil affected and targeted education or intervention for the pupil responsible. Use the findings to strengthen curriculum teaching and pupil support.	As needed from Spring 2027, review at an agreed interval for each pupil	Pastoral/safeguarding lead; Inclusion team; relevant class staff	Time to plan, deliver and review support and meet with pupils and families	Intervention resources or specialist advice, if needed
1.6. Communicate positive messages about DEIB to the school community through the school website and regular newsletters, celebrating pupils' learning and sharing inclusive events.	Ongoing from Autumn 2026	All staff	Time to prepare and update website and newsletter content, access to the school website. Examples of pupils' work and photographs.	
Future development: Evaluate which approaches have been most effective in preventing repeated incidents and use the findings to improve staff guidance and intervention programmes.	Summer 2027, then annually	RESPECT team; Inclusion team; pastoral/safeguarding lead	Evaluation and planning time; CPD if findings identify a need	Costs of revised resources or training, if needed



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Objective 2: To increase participation in enrichment opportunities for all pupils, particularly pupils with a disability and pupils with special educational needs (SEND), by identifying and removing barriers to taking part.

Rationale for Objective 2	Success Criteria		Governor Involvement	Monitoring and Evaluation Methods	Reporting Progress
Rationale: A high proportion of pupils in our school have SEND: 88 out of 529 pupils have SEND (16.6%). We want all pupils, including pupils with SEND, to be able to take part in enrichment activities. Protected characteristic covered: Disability	Participation in enrichment activities, including after-school clubs, is recorded and reviewed each term for pupils with SEND and pupils with a disability. Pupils and families are asked what helps or prevents them from taking part and the school acts on the barriers identified. The proportion of pupils with SEND and pupils with a disability taking part increases from [baseline %]. Pupils and families report that enrichment activities are accessible and that pupils feel welcome and included.		The DEIB governor reviews participation in enrichment activities for pupils with a disability and / or pupils with SEND. Focused governor visits consider pupil and family feedback, barriers identified, actions taken and progress against the success criteria.	Termly review of this action plan by the RESPECT team. Termly review of enrichment attendance records to compare participation by pupils with SEND, pupils with a disability and other pupils. Pupil and family voice to identify barriers to taking part and gather feedback on changes made. Review of the actions taken and whether participation has increased against the agreed baseline and target. Findings reported to the DEIB governor as part of the termly review.	School SEF School Improvement Plan Head Teacher Report to Governors Link Governor Visits
Actions	Timelines	Staff Responsible	Resources (Time/CPD)		Resources (Financial)
2.1 Establish a baseline for participation in enrichment activities. Review participation and pupil feedback each term and adjust provision to improve access and participation.	Autumn Term 2026 onwards	RESPECT team Enrichment Leader	Time to collect and review club attendance information		None anticipated
2.2 Seek and review the views of pupils and families to identify barriers to participation.	Autumn Term 2026 onwards	RESPECT team	Time for pupil discussions, family feedback and analysis		None anticipated
2.3 Review how clubs are advertised and accessed. Work with the Inclusion team, pupils and families to plan any support or reasonable adjustments before a pupil starts a club.	Autumn 2026 onwards	RESPECT team Enrichment Leader	Planning time and advice from the Inclusion team		Costs of equipment, materials or additional support to be identified through the review
2.4 To support staff to provide pupils, with a range of needs, to participate successfully in enrichment activities.	Spring 2027 onwards	RESPECT and Inclusion team Enrichment Leader	Staff briefing or CPD; planning time with club providers		CPD or specialist advice costs, if needed
Future Developments: Use participation data and pupil and family feedback to develop an enrichment offer that reflects pupils' interests and needs. Develop family learning opportunities where pupils and their families can take part in enrichment activities together.	Summer 2027 onwards	RESPECT team Enrichment Leader Inclusion team	Time to review data and feedback and agree actions		Costs of any changes to provision to be identified following each review