

## Equality Action Plan 2025-28



Objective	Action Steps	Success criteria	Resources	Timescale	Monitoring
To ensure that pupils with SEND, Looked After Children and those in receipt of Pupil Premium funding are given support to reach outcomes similar to National Statistics.	Plan support using Pupil Premium Funding & SEND funding. Liaison with outside agencies for supporting children with disabilities, SEND and medical conditions.	Pupils meet individual, end of year targets.	External funding  Leadership time for SENDCO/DHT/ Pupil Premium lead teacher	Ongoing – termly basis	Termly monitoring of progress data.  Class Teachers DHT & Pupil Premium lead SENDCO Headteacher
To ensure staff are aware of the school’s procedure for dealing with prejudice-based incidents.	Procedures and recording forms shared with staff Staff clear of their responsibilities relating to prejudice-based incidents	All staff clear on their duty and responsibilities	/	To be revisited on an annual basis – autumn term INSET day.	Reported back to governors via termly HT report
To ensure adequate staff members are up to date in terms of Crisis Prevention training (CPI) to enable us to meet the needs of all pupils most effectively.	LT to ensure all relevant staff are booked onto appropriate training events to meet this need.	All staff are trained and feel confident to work with/support pupils with handling needs.  Handling policies are in place for relevant pupils and are being applied consistently.	NCC training programme	Ongoing – annual refresher training	Headteacher/ SENDCO  Link Governor for Safeguarding
To celebrate cultural diversity and increase pupil awareness and understanding.	Ensure these themes are woven into curriculum provision – RE, PSHE, Geography, English – and special days/events are celebrated.  LT to ensure assemblies address this theme.	Children’s understanding of the local and global community is broadened. Children are tolerant of cultural diversity and celebrate difference.	Staff meetings linked to curriculum planning  PSHE annual subscription	Ongoing - annual basis	Headteacher/DHT  Report to governors via curriculum reports, HT report
To embed SRE curriculum – (Jigsaw) ensuring we are guided by the nine principles of equality.	Ensure all resources are available to staff responsible for delivering the SRE curriculum.	Curriculum is in place and being effectively delivered. Parents and carers aware of school policy regarding SRE and able to support their child’s learning. Children better equipped to make and maintain relationships with others and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.	PSHE curriculum – as outlined in SRE policy	Annual review – summer term	Work scrutiny Planning scrutiny PSHE subject leader/ headteacher  Link governor