



### Equality Action Plan 2025-26

Objective	Action Steps	Success criteria	Resources	Timescale	Monitoring
Support for SEND, LAC and Pupil Premium pupils to achieve outcomes at least in line with national.	Plan support using PP and SEN funding. Liaise with Trust inclusion lead and outside agencies.	Pupils meet individual, end of year targets.	External funding, SENCO leadership time.	Ongoing – termly basis.	Class Teachers, SENCO, Headteacher, governors (termly reports).
Ensure staff are aware of what is and isn't a prejudice-based incident.	Staff training on protected characteristics and scenarios. Monitor CPOMS categories been used accurately.	All staff clear on definitions and response steps.	Staff meeting time, CPOMS.	October INSET and ongoing.	SLT monitoring, repeated staff surveys.
Ensure children are aware of prejudice-based incidents (linked to PRIDE values).	Assemblies on inclusivity and empathy. Encourage children to report concerns.	Pupils correctly identify prejudice-based incidents and report them.	Assemblies, PSHE curriculum.	Autumn 1 and ongoing.	SLT monitoring, pupil surveys.
Ensure staff know the school procedure for dealing with prejudice-based incidents.	Procedures shared and revisited. Lunchtime staff use forms to log PBIs.	Staff clear on responsibilities. All PBIs followed up with action.	CPOMS, CPD and training.	Annual INSET and ongoing updates.	Headteacher, DSL, governors.



Ensure sufficient staff are CPI trained.	Train an additional staff member on full CPI course. Refresher training for two staff already trained. Additional ½ day training for support staff from Trust inclusion lead on de-escalation strategies.	Key staff confident supporting pupils with handling needs. Policies in place.	CPI training programme.	Annual refresher.	Headteacher, SENCO, Behaviour Link Governor.
Celebrate cultural diversity and increase pupil awareness.	Diversity themes embedded in curriculum and assemblies. Links with local leaders.	Children respectful of diversity and celebrate difference.	Curriculum planning, assemblies, PSHE/RE.	Ongoing – annual.	Headteacher, DHT, RE/PSHE link governor.
Embed RSHE curriculum guided by equality principles.	Ensure resources available. Inform parents of policy. Support pupils to build relationships.	Curriculum delivered effectively. Pupils feel positive about themselves and others.	RSHE policy, parent forums.	Annual review – summer term.	PSHE subject leader, Headteacher, link governor.
Eliminate gender stereotypes in curriculum and wider school life.	Review resources and displays. Invite diverse role models.	Pupils demonstrate aspirational attitudes free from gender bias.	Curriculum audit, CPD.	Annual review – summer.	Curriculum leads, Headteacher, Equality governor.
Promote socio-economic inclusion and tackle disadvantage.	Audit participation in enrichment. Ensure subsidies and support are known to families.	Disadvantaged pupil participation rates match peers.	PP funding, monitoring time.	Ongoing termly.	PP lead, SENCO, governors.

Strengthen pupil voice in equality matters.	Include Equality are a key agenda item for pupil parliament. Annual pupil surveys.	Pupil voice influences policy. Pupils feel safe and respected.	Pupil council, surveys.	Ongoing annual.	– Headteacher, DHT, Equality governor.
Improve staff confidence in supporting trans and non-binary pupils.	Provide CPD on inclusive language, uniform and facilities. Update policies. Embed KCSIE 2025 and 2025 guidance on gender-questioning children.	Staff confident supporting trans pupils. Policies inclusive and compliant with guidance.	Staff CPD, safeguarding updates.	Annual training and policy review.	DSL, Headteacher, Safeguarding governor.
Improve parental engagement with equality and diversity.	Host forums/workshops. Share newsletters and updates.	Parents report increased confidence. Positive feedback.	Forums, newsletters.	Termly.	Headteacher, Equality governor.
Ensure accessibility and inclusivity across school environment.	Review signage and communication. Provide translated/Easy Read docs.	No exclusion due to communication or access barriers.	Translation services, accessible documents.	Annual review – spring.	SENCO, Office Manager, Headteacher.