



Equality Action Plan 2026-27

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, Inclusion funding and SEND 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 and know the school procedures for dealing with them.	Continued staff training on protected characteristics, scenarios and recording of incidents. Monitor CPOMS categories been used accurately. Ensure new staff have training.	All staff clear on definitions and response steps.	Staff meeting time, CPOMS.	September INSET and ongoing.	SLT monitoring, repeated staff surveys.
Ensure children are aware of prejudice-based incidents (linked to PRIDE values and British 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 sufficient staff are CPI trained.	Refresher training for three staff already trained. Trained staff to lead CPD training for other staff on deescalation 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, reading texts 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 into school such as during careers week.	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 2026/27 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.
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.