



<p>Equality Action Plan Rationale for Objective 1:</p> <p>With a changing school demographic it is important that our curriculum content and resources fully represent wider society. The general equality duty requires us to foster positive relations between different groups.</p> <p>Staff have limited confidence in being able to identify exactly when the school covers specific protected characteristics as part of the curriculum.</p> <p>Due to the age of our children we have very few reported racist incidents. However, we feel that these should be challenged in an age appropriate way.</p> <p>Protected characteristics covered: race/religion</p>	<p>Success Criteria</p> <p>Children in all year groups will have increased opportunities to develop a strong sense of their identity and the potential for prejudice-based bullying will be effectively addressed</p> <p>Stereotypes will be challenged.</p> <p>Staff will be more aware of antiracism, unconscious bias and curriculum content and resources will be more inclusive/representative</p> <p>Children will know about and value each other's cultures and religions</p>	<p>Governor Involvement</p> <p>Nominated link governor-equality & inclusion</p> <p>Focused governor visits</p> <p>The main governing body when looking at finance have oversight of training and resource budget</p> <p>All Governors have oversight of the curriculum</p>	<p>Monitoring & Evaluation Methods</p> <p>Review of this action plan (at least termly)</p> <p>Monitor curriculum/lesson plans/ resources termly to ensure EDI is incorporated through learning walks, book looks and environment reviews.</p> <p>Through conversations with children (pupil voice questionnaires)</p>	<p>Reporting Progress</p> <p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
<p>Objective 1: To increase the understanding of equality, diversity and inclusion and ensure that staff are confident in identify when we teach tolerance, diversity and respect for others and reference this specifically at the point of teaching</p>				
<p>Actions</p>	<p>Timelines</p>	<p>Staff responsible</p>	<p>Resources-Time/CPD</p>	<p>Resources-Financial</p>
<p>1.1 Complete an audit of the SCARF PSHE scheme to identify the exact lessons when British Values, Diversity and Protected Characteristics are taught.</p>	<p>Summer 2025</p>	<p>SB (PSHE Lead)</p>	<p>Subject leader time</p>	<p>Cost of cover</p>
<p>1.2 Use the audit to decide whether as a school we are happy with the coverage or whether we need anything in addition to this. If not identify what the additional coverage will look like and whether any other programmes/schemes need to be purchased.</p>	<p>Summer 2025</p>	<p>SB (PSHE Lead) and SLT</p>	<p>Subject leader time Programme/scheme</p>	<p>Cost of cover Budget to be identified for programmes /schemes.</p>
<p>1.3 Consciously include key texts, resources and aspirational figures (eg. Artists/scientists) which are representative of modern-day society.</p>	<p>Summer 2025</p>	<p>Subject Leads and SLT</p>	<p>Subject leader time Resources</p>	<p>Cost of cover Budget to be identified for resources</p>
<p>1.4 Staff CPD focused on Diversity and Protected characteristics and our schools inclusive curriculum. 1.5 All staff are included and actively involved</p>	<p>Autumn 2025</p>	<p>SB (PSHE Lead) and HT</p>	<p>Staff meeting Subject leader time or outside provider</p>	<p>Cost of cover Budget to be identified for staff training</p>
<p>Future Developments Consideration of parental understanding of equality, diversity and inclusion and how the school teach this to their children. Identify an Equality Link Governor.</p>	<p>Spring 2026</p>	<p>Equality Governor SB (PSHE Lead) and HT</p>	<p>Subject leader/HT time- Parental survey/workshops</p>	<p>Cost of cover</p>



Equality Action Plan Rationale for Objective 2	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
<p>The school have adopted a relational school approach to behaviour and changed it's behaviour system. However, internal monitoring shows that it is boys who are struggling to regulate their emotions.</p> <p>Boys are not always ready to learn due to the fact that they unregulated and unable to concentrate</p> <p>Protected characteristics covered: Gender</p>	<p>All boys will have opportunities to co-regulate with a trusted adult</p> <p>Internal monitoring shows that boys are able to coregulate and then regulate their emotions.</p> <p>Boys are regulated and ready to learn</p> <p>As a result the progress of the majority of boys is good or better</p>	<p>Nominated link governor- equality & inclusion</p> <p>Focused governor visits</p> <p>The main governing body when looking at finance have oversight of training and resource budget</p> <p>All governors have an overview of what behaviour looks like at the school</p>	<p>Review of this action plan (at least termly)</p> <p>Monitor behaviour at least termly</p> <p>Through conversations with children (pupil voice questionnaires)</p>	<p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
Objective 2 To improve the self-regulation for boys so that they are able to engage positively with all aspects of school life				
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Resources - Financial
2.1 Boys who struggle to regulate their emotions have a Strength and Difficulties Questionnaire completed by staff parents	Autumn 2025 – Summer 2026	HT/JSC SENCO	Subject Leader Time	Cost of cover
2.2 Deliver therapeutic interventions which have been identified as a result of Strength and Difficulties Questionnaire.	Autumn 2025 – Summer 2026	Trained staff in the delivery of therapeutic interventions/SENCO	Time allocated for interventions (cover for trained staff)	Cost of cover
2.3 Produce a Thrive profile for boys who are struggling to regulate..	Autumn 2025 – Summer 2026	Licensed Thrive Practitioners	Time allocated for profiles (cover for trained staff)	Cost of cover
2.4 Deliver suggested interventions from the Thrive Action Plan	Autumn 2025 – Summer 2026	Licensed Thrive Practitioners	Time allocated for interventions (cover for trained staff)	Cost of cover
2.5 Deliver staff training on the zones of regulation	Autumn 2025 - ongoing	JSC (Behaviour Lead) and HT	Staff meeting Subject leader time or outside provider Time to make resources for areas	Cost of cover Budget to be identified for staff training
2.6 Zones of regulation to be included to be included in all classrooms in school	Autumn 2025 - ongoing	All staff	Time for staff to create zones	Zones of regulation resources
2.7 The start of and end of each week to begin with 20 minute settling time. Including group activities where there is time to explore the school agreements and zones of regulation	Autumn 2025 - ongoing	All staff	PPA time to plan activities	Bank of resources for activities Budget to be identified for resources
2.8 Research shows a close link between boys with undiagnosed speech needs at a young age and emotional regulation. Introduce Chatter Speech Screening to new starters for reception.	Autumn 2025 - ongoing	ZD/GG/KS	Time for KS to screen reception new starters	Chatter speech screening tool Cost of cover
2.9 Audit current provision for Chatter Speech Screening in Nursery	Summer 2025 - ongoing	ZD/KS	Time for EYFS lead to meet with Nursery Teacher to audit current provision	Cost of cover
Future Developments Case studies to be carried on boys who are struggling to regulate. Obtain pupil voice on developments so far and next steps	Autumn 2025 – Summer 2026	HT/School SENCO	Subject leader/HT time- Pupil surveys	Cost of cover



<p>Equality Action Plan Rationale for Objective 3:</p> <p>Our school has recently seen an increase in admissions of children who have English as an Additional Language (EAL) and we need to respond to this in order to remove barriers to learning and ensure that they are reflected across the school environment.</p> <p>Our EAL children enter our school across all year groups (Nursery-Y2), mostly coming to us directly from their home country. Therefore, they have not experienced formal schooling in the UK. It is also worth noting that many of the children who are EAL have multiple vulnerabilities including SEN.</p> <p>Protected characteristics covered: Race</p>	<p>Success Criteria</p> <p>Children feel like there are opportunities for them to celebrate their own culture and language.</p> <p>Outcomes improve for children who have EAL – most currently enter WTS age related expectations and although they make accelerated progress many remain WTS when they leave.</p>	<p>Governor Involvement</p> <p>Nominated link governor-equality & inclusion</p> <p>Focused governor visits</p> <p>All Governors have oversight of the curriculum</p>	<p>Monitoring & Evaluation Methods</p> <p>Review of this action plan (at least termly)</p> <p>Assessment data</p> <p>Through conversations with children (pupil voice questionnaires)</p>	<p>Reporting Progress</p> <p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
<p>Objective 3: To ensure that barriers to learning are removed for children who have EAL</p>				
<p>Actions</p>	<p>Timelines</p>	<p>Staff responsible</p>	<p>Resources-Time/CPD</p>	<p>Resources-Financial</p>
<p>3.1 Including an admission form for EAL into admissions process</p>	<p>Autumn 2025</p>	<p>JSC (EAL lead)/Office team</p>	<p>Subject leader time Resources</p>	<p>Cost of cover</p>
<p>3.2 Identify the home languages of children in each class</p>	<p>Autumn 2025</p>	<p>JSC (EAL lead)/Office team</p>	<p>Subject leader time</p>	<p>Cost of cover</p>
<p>3.3 Use widget to ensure that the school is communication friendly</p>	<p>Autumn 2025</p>	<p>JSC (EAL lead)</p>	<p>Subject leader time Resources</p>	<p>Cost of cover Budget to be identified for resources</p>
<p>3.3 Displays across school reflect the languages spoken by all children and staff</p>	<p>Autumn 2025</p>	<p>JSC (EAL lead)</p>	<p>Subject leader time Resources Every classroom having a belonging display A communal display celebrating the different cultures in our school in the entrance Pupil voice relating to how children feel that they are reflected in our school</p>	<p>Cost of cover Budget to be identified for resources</p>
<p>3.4 Identify opportunities for EAL children to use their home language within school</p>	<p>Autumn 2025</p>	<p>JSC (EAL lead)</p>	<p>Subject leader time Resources</p>	<p>Cost of cover Budget to be identified for resources</p>
<p>3.5 Focus on children relating new vocabulary to their home language</p>	<p>Spring 2026</p>	<p>JSC (EAL lead)</p>	<p>Subject leader time Children to make their own dictionaries throughout a topic Teachers to send home key vocabulary for the next topic/week so that children can prepare in advance and share with their parents/carers Use of google translate</p>	<p>Cost of cover Budget to be identified for resources</p>
<p>3.6 Staff CPD focused on Diversity and Protected characteristics and our schools inclusive curriculum. 3.7 All staff are included and actively involved</p>	<p>Autumn 2025 & Spring 2026</p>	<p>JSC (EAL lead)</p>	<p>Staff meeting Subject leader time or outside provider</p>	<p>Cost of cover Budget to be identified for staff training</p>
<p>Future Developments Obtain EAL parents views to ensure that school developments align with the needs of EAL families</p>	<p>Summer 2026</p>	<p>JSC (EAL lead)</p>	<p>Subject leader time- Parental survey/workshops</p>	<p>Cost of cover</p>