



Equality, Diversity and Inclusion Action Plan

2025-2029

Schedule of review

Date written: **October 2025**

Date shared with governing body: **October 2025**

Next review date: **October 2029**

'Together We Achieve the Extraordinary'

This equality, diversity and inclusion action plan has been written to address the actions derived from the completion of the school equality, diversity and inclusion audit on **October 2025**.

Identified Area for Improvement Taken directly from the Equality, Diversity and Inclusion Audit .	Actions List the areas you wish to review and/or revise for each heading. What specific actions will be taken to address the identified area for improvement?	Success Criteria What will this look like if all actions are successfully achieved?	Staff Members Who will be responsible for leading, monitoring and reviewing the actions?	Time Frame and Cost Implications What is the intended time frame for the actions to be completed and what are the financial implications (if any)?	Monitoring and Review Use this column to detail how improvements and revisions will be monitored. You may also wish to include notes from review points.
1 School Community	Publish and promote the Equality Action Plan through the school website, newsletter and staff meetings	Staff are familiar with the principles of the Equality Action plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Action Plan	Head teacher Senior Leadership team	November 2025	Question about parent awareness of equality Policy and Action Plan in annual survey
	Consultation with Parents on the PSHE Curriculum	All stakeholders are aware of our ethos to be fully inclusive and live and breathe equality in everything we do	PSHE Lead	October 2025	Q&A feed into the curriculum and policies
	To ensure where possible that the Governing Body and the staff represent the diversity of the school	Membership of the Governing Body evolves to reflect the diversity of the whole school	Chair of Governors	On-going	Monitor applications as roles become available with the GB

	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Chinese New year, Christmas, Eid.	Increased awareness of different communities shown in PSHE/RE	PSHE and RE subject leaders	On-going	PSHE/RE assessments
2 School Environment	The number of pupils working at ARE and greater depth is in line with National figures. Monitor and analyse pupil progress and attainment by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Analysis of teacher assessments /annual data demonstrates no significant difference between groups	Head teacher Governing body	Data analysed (termly)	Data analysed by race, gender and disability, reports termly to governors
	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Notable increase in participation and confidence of targeted groups	Head teacher subject leaders	On-going as national curriculum is continually embedded	Increase in pupils' participation confidence and achievement levels
	Promote spiritual moral social and cultural development through assemblies with	School community will be aware of and tolerant towards others' culture,	Head teacher/Deputy Headteacher	On-going	Assembly planning file PSHE/RE assessments

	reference to equality and diversity	religion, race, life choices and disability			
	Promote Restorative Practice across all stakeholders to empower positive resolutions, independence and resilience.	All Stake holders are aware of Restorative practice	SLT PSHE lead	On-going	Reduction in negative behaviours. Pupil survey PSHE subject monitoring/reports
	Where appropriate ensure displays in corridors promote diversity in terms of race, gender and ethnicity	Diversity reflected in school displays across all year groups	Head teacher and subject leaders	Reviewed termly by SLT and subject leaders	Increase in pupil participation, confidence and positive identity monitor through PSHE
	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the RP Reps and Team Leaders (by election), representing the Increase in diverse pupil participation, confidence and positive identity Head teacher SLT On-going Diversity in membership school at events, class assemblies, team events, fundraising etc.	Diversity in membership	Head teacher SLT	On-going	Increase in diverse pupil participation, confidence and positive identity

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Staff Recruitment, Knowledge and Understanding

Ensure all staff receive homophobic bullying training include as part of induction programme for all new staff appointed. Identify, respond and report homophobic incidents (language and bullying) as outlined in the Single Equality Policy, report figures to the Governing body on a termly basis	All staff are aware of and respond to homophobic incidents, staff are confident to tackle incidents of homophobic language and bullying. Consistent nil reporting is challenged by the Governing body Pupils are aware of homophobic bullying. Number of incidents of homophobic bullying are few	Head teacher Governing body	All staff have received homophobic bullying training, new staff as they arrive in school to receive training. Head teacher termly reports to Governors On-going	The head teacher/Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response
Ensure all staff and governors are aware of extremism and radicalization and how it can affect pupils. Prevent agenda	All staff are aware of indicators of radicalisation and extremism and follow appropriate systems when issues arise. Staff feel confident	Head teacher	New Staff and governors training as necessary	Increase in staff awareness and confidence

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Curriculum and Resources

Protect pupils from extremism views including religious extremism views by helping pupils to have a balanced view as well as giving them coping strategies in dealing with what may be external pressures – assemblies PHSE lessons	Pupils encouraged to and feel confident to share views and be tolerant of each other. All staff to monitor content of conversations and identify any areas of concern	Head teacher SLT	On-going	PSHE/RE, pupil discussions
Track pupils, plan effective quality first teaching, introduce specific interventions, enrich curriculum through visits/visitors and experiences	Pupil premium pupils' performance is in line with national expectations	Head teacher SENCO SLT	On-going	Tracking data, Intervention summaries Pupil premium trackers case studies
Achieve a year on year (over three years) reduction in the attainment gap in English and mathematics at KS2 between pupils with a SEN statement/EHCP and their peers. Track children. Plan effective quality first teaching. Staff training into effective teaching of SEN children. Provide intervention/resources	SEN pupils' performance is in line with national expectations	SENCO	On-going	Tracking Data, IEP Intervention

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Guidance, Policies
and Procedures

Publish and promote the Equality Action Plan through the school website, newsletter and staff meetings

Staff are familiar with the principles of the Equality Action plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Action Plan

Head teacher Senior Leadership team

November 2025

Question about parent awareness of equality Policy and Action Plan in annual survey

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Other