

Equality Duty Action Plan 2024 - 2026

Objective 1: To raise the attainment of White British boys in writing				
Equality Action Plan Rationale for Objective 1: School and national data show that White British boys consistently perform below expected standards in writing. There is a need to increase engagement, motivation, and confidence in writing through targeted support and a more relevant, inclusive curriculum. Protected characteristics covered: Race, Gender (Sex)	Success Criteria Increased proportion of White British boys meeting age-related expectations in writing. Improved pupil engagement and attitudes towards writing. Writing curriculum includes themes, texts and topics that reflect the interests and experiences of this group.	Governor Involvement Governors to receive regular updates and participate in learning reviews and pupil voice.	Monitoring & Evaluation Methods Data tracking by gender and ethnicity (Insight reports) to review attainment and progress, identifying target pupils. Learning walks, book scrutiny and pupil voice activities.	Reporting Progress Termly updates to governors and SLT through data reports and the Headteacher's report.
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
Audit and update text choices to reflect interests and backgrounds of White British boys.	Autumn Term	English Lead	Staff meetings and planning time	£500
Deliver targeted writing interventions for underachieving boys.	Ongoing	Class Teachers, SENDCo	Within existing staffing	No cost
Provide CPD on strategies to engage boys in writing (e.g. drama, discussion, real-life contexts).	Autumn Term	English Lead	INSET session	No cost
Invite positive male role models to support writing activities and promote aspirations.	Spring Term	English Lead	Staff time	TBC
Celebrate progress and achievement through assemblies and newsletters.	Ongoing	SLT	Staff time	No cost

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Objective 2: To raise conscious awareness of curriculum provision in order to increase understanding of diversity, equity, inclusion and belonging (DEIB) for all stakeholders				
Equality Action Plan Rationale for Objective 2 While the curriculum contains some elements of diversity and inclusion, a more deliberate and visible approach is needed to ensure all pupils, staff, families and governors feel represented and valued. Protected characteristics covered: All (particularly Race, Religion, Disability, Gender Identity)	Success Criteria Inclusive imagery (Widget for continuity throughout school and in line with SEND visual support), language and representation evident throughout school and curriculum. Staff and pupils demonstrate improved understanding of DEIB principles. Families report an increased sense of visibility and inclusion.	Governor Involvement Governors to participate in learning walks and curriculum reviews.	Monitoring & Evaluation Methods DEIB audits of learning environment and curriculum. Staff, pupil and parent voice. Review of curriculum documentation.	Reporting Progress Termly reports to governors and regular updates to the school community.
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Resources - Financial
Conduct a whole-school audit of curriculum and displays to assess representation and inclusivity.	Summer Term 25	BV Leader	Staff meeting time	No cost
Enhance visual displays and signage to reflect the diversity of the school community (Widget inclusive).	Autumn-Spring	All staff	TA/teacher time	No cost
Deliver training on inclusive pedagogy, representation and use of language.	Autumn Term 25	SLT	INSET – 1 hour	No cost
Establish a DEIB working party involving staff, pupils, parents and governors.	Summer Term 25	BV Leader & HT	Meeting Time	No cost
Embed subject review of curriculum planning to evaluate inclusivity and representation.	Ongoing	Subject Leaders	Subject leader release time	Internal cost

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Objective 3: To improve the self-regulation of SEND pupils so they can engage positively with all aspects of school life				
Equality Action Plan Rationale for Objective 3: Some pupils with SEND face challenges with emotional regulation, which can limit their participation in learning and wider school experiences. Developing consistent strategies to support these pupils will improve engagement, wellbeing and inclusion. Protected characteristics covered: Disability	Success Criteria Increased engagement of SEND pupils in lessons and enrichment activities. Reduction in incidents of dysregulation. Pupil voice reflects improved wellbeing and confidence.	Governor Involvement SEND Governor to meet with SENDCo and review provision.	Monitoring & Evaluation Methods Behaviour and engagement tracking. Pupil support plans. Staff feedback and case studies.	Reporting Progress Termly reports to governors and inclusion updates in the school development plan.
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
Introduce and embed Zones of Regulation across the school.	Summer Term	Senco / H Davies	Staff meeting / INSET day	No cost
Deliver CPD on emotion coaching and trauma-informed approaches.	Autumn Term	Senco	INSET day	No cost
Create and review personalised regulation plans for pupils with high needs.	Autumn 2	Class Teachers, SENDCo	PPA time	No cost
Review nurture-style interventions and safe, calming spaces for larger numbers of identified pupils.	Spring Term	SLT / Senco	TA hours	No cost
Use pupil voice and data to monitor progress and adapt support.	Ongoing	SLT SENDCo	Regular review time	No cost