



Ravenshead C of E Primary School
Equality Action Plan – 2026/ 2027

Objectives:

1. To improve equality of opportunity, participation and outcomes for pupils with SEND and other barriers to learning.
2. To ensure that the curriculum and wider school experience positively represent diversity and actively challenge stereotypes.
3. To strengthen every pupil's sense of belonging and ensure that prejudice, discrimination and discriminatory language are understood, challenged and addressed.

Objective 1: To improve equality of opportunity, participation and outcomes for pupils with SEND and other barriers to learning.				
Rationale for Objective 1	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
School assessment and contextual information show significant and increasingly complex additional needs within some cohorts. The 2026/27 SIP therefore prioritises evidence-informed inclusive teaching and precise use of assessment. This objective will ensure pupils with SEND and other barriers can access high-quality teaching, participate fully in school life and make progress from their starting points. It will align with the school's Inclusion Strategy and EEF Inclusive Teaching work.	• SEND pupils make demonstrable progress from individual starting points. • Learning walks show consistent universal inclusive practice and appropriate adaptations. • Staff confidence in meeting additional needs improves from baseline to end-of-year survey. • Pupil and parent voice shows pupils feel included, supported and able to participate. • Participation in clubs, trips, leadership and wider	SEND link governor monitors implementation termly, including pupil/parent voice, participation and progress; reports to Strategic Development/Governing Body.	Termly PPM/data review; learning walks/work scrutiny; staff confidence survey; SEND pupil/parent voice; participation audit; review of Inclusion Strategy.	SIP reviews; HT report to governors; link-governor visits; termly Equality Action Plan review; Inclusion Strategy review.
Protected characteristics covered				

Disability (primary); also advancing equality of opportunity for pupils experiencing other barriers.		opportunities is reviewed and barriers are addressed.			
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial	
Establish baseline of SEND progress, participation and staff confidence; identify key barriers.	Autumn 1; review termly	HT / SENCO / SLT	EEF Inclusive Teaching audit; PPM and participation data	None	
Implement agreed universal inclusive teaching approaches through sequenced EEF CPD and classroom application.	Autumn 1-Summer 1; evaluate Summer 2	HT / SENCO / teaching staff	EEF scenario-based training/videos; staff meetings; coaching	None	
Review adaptations and targeted support to ensure appropriate cognitive demand, independence and impact.	Half-termly	SENCO / class teachers	SEND/assessment CPD; intervention review time	Existing SEND resources	
Gather SEND pupil and parent voice and use findings to remove barriers to learning and participation.	Autumn 2, Spring 2, Summer 2	SENCO / SLT	Survey/pupil voice time	None	
Audit access to clubs, trips, leadership and wider opportunities;	Autumn 2; review Spring & Summer	SLT / SENCO	Participation audit and staff discussion	As identified	

address any identified inequality.				
Complete, approve and publish Inclusion Strategy; evaluate impact against identified barriers.	Publish by 31 Dec 2026; review Summer 2	HT / SENCO / Governors	EEF/LA inclusion guidance	None
Child-Friendly Objectives				
We want everyone to be able to join in, learn well and feel successful. If something makes learning or taking part harder, we will listen and find the right support.				
Impact Statement				

Objective 2: To ensure that the curriculum and wider school experience positively represent diversity and actively challenge stereotypes.				
Rationale for Objective 2	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
The 2025/26 Equality Action Plan focused on increasing understanding of different cultures and faiths through curriculum, worship, visits and resources. In 2026/27 this will be broadened so that pupils encounter positive, age-appropriate representation of different people, families, cultures, faiths, disabilities and experiences across the curriculum and wider life of school. This supports the school's Christian values, British Values and preparation for life in modern Britain. Protected characteristics covered Race; Religion or belief; Disability; Sex; Sexual orientation; Age (where curriculum-relevant).	• Curriculum/resource audit identifies strengths and gaps in representation. • Curriculum, reading materials, worship and wider opportunities include positive and age-appropriate representation across protected characteristics. • Staff confidently challenge stereotypes and use inclusive language/resources. • Pupils can talk respectfully about difference and identify examples of diversity within their learning. • Each year group provides meaningful opportunities to encounter cultures, faiths and experiences beyond pupils' immediate context.	Link governors reviews audit, curriculum evidence and pupil voice termly; samples resources/learning and reports to governors.	Curriculum and book audits; planning/book looks; pupil voice; collective worship monitoring; subject-leader reviews; learning walks.	HT report to governors; link-governor visits; curriculum/RE reports; termly Equality Action Plan review.
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
Audit curriculum, reading materials, displays and wider	Autumn 1	Curriculum / English / RE leads	Audit time; staff discussion	None

provision for representation and stereotypes.				
Agree expectations for inclusive representation and age-appropriate challenge to stereotypes across subjects.	By October half-term	SLT / subject leaders	Staff meeting; National College/online equality CPD	None
Address identified gaps in books, texts, examples, images and curriculum resources.	Autumn 2-Spring 2	Subject leaders / English leads	Resource review time	Budget as identified
Plan meaningful visits, visitors, worship and experiences that broaden pupils' understanding of cultures, faiths and communities.	Across year; termly review	RE/CW lead / class teachers	Planning time; community links	Trips/visitors budget as identified
Use pupil voice to evaluate whether children see diversity represented and can challenge stereotypes respectfully.	Autumn 2, Spring 2, Summer 2	SLT / subject leaders	Pupil voice time	None
Child-Friendly Objectives				
We want everyone to see people like themselves in our school and to learn about people whose lives may be different from their own. We will learn to respect difference and challenge stereotypes.				
Impact Statement				

Objective 3: To strengthen every pupil's sense of belonging and ensure that prejudice, discrimination and discriminatory language are understood, challenged and addressed.				
Rationale for Objective 3	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
The 2025/26 plan focused on reducing bullying related to race, disability and sexual orientation. This remains important, but the 2026/27 objective will place greater emphasis on prevention, belonging, accurate identification and effective response. Improved staff awareness may initially increase recorded incidents; success will therefore be judged through pupils' understanding, confidence to report, consistent staff response, reduction in repeat incidents and pupil voice about safety and belonging. Protected characteristics covered All protected characteristics, with particular relevance to Race, Disability, Religion or belief, Sex, Sexual orientation and Gender reassignment.	• Pupils understand, at an age-appropriate level, prejudice/discriminatory language and know how to report concerns. • Staff consistently identify, record and respond to incidents linked to protected characteristics. • CPOMS analysis identifies patterns and informs preventative action. • Repeat incidents reduce and appropriate education/support follows incidents. • Pupil voice shows pupils feel safe, respected and that they belong. • Families understand how the school responds to prejudice-related incidents.	Safeguarding governor reviews anonymised incident patterns, pupil voice and policy implementation termly and reports to governors.	CPOMS analysis; pupil voice/belonging survey; behaviour and bullying records; policy review; learning walks; parent feedback.	Termly safeguarding/equality reporting to governors; HT report; link-governor visits; Equality Action Plan review.

Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
Review anti-bullying/equality procedures and ensure prejudice-related incidents are clearly defined, recorded and followed up.	Autumn 1	HT / DSL / SLT	Equality Act guidance; policy review time	None
Provide staff refresher training on recognising, recording and responding to discriminatory language and prejudice-related incidents.	Autumn 1; refresh Spring	DSL / HT	National College/online equality and anti-bullying CPD	None
Teach age-appropriate learning about belonging, respect, protected characteristics, reporting concerns and being an active bystander.	Across year	PSHE lead / class teachers	PSHE resources; assemblies/collective worship	Existing resources
Analyse CPOMS incidents by type/protected characteristic and identify patterns, repeat incidents and required preventative action.	Half-termly; governor review termly	DSL / SLT	CPOMS analysis time	Existing subscription
Gather pupil voice on safety, respect and belonging, including pupils with SEND and other potentially vulnerable groups.	Autumn 1 baseline; Spring 2; Summer 2	SLT / DSL / SENCO	Survey/pupil voice time	None
Child-Friendly Objectives				
We want everyone to feel that they belong at Ravenshead. We will treat people with respect, speak up when something is wrong and make sure everyone knows who to talk to if they are worried.				

Impact Statement