

Equality Objectives Action Plan 2026-29

Rationale for Objective 1	Success Criteria	Governor Involvement	Monitoring and Evaluation Methods	Reporting Progress
Staff Training Gap: Staff have not received recent, updated training on DEIB or on protected characteristics and British values. School Context: Ensuring every pupil, regardless of background, feels a strong sense of belonging and identity as part of Rampton Primary School. Protected characteristics covered: Race, gender, disability, sexual orientation, age, marriage or civil partnership, pregnancy and maternity, religion or belief, sex.	Increased Identity & Belonging: All children have meaningful opportunities to explore identity and inclusion through curriculum and planned assemblies. Effective Intervention: Prejudice-related incidents are addressed through proactive teaching and follow-up interventions. Challenging Stereotypes: School culture actively promotes equity and inclusion. Staff Confidence: Support from the local authority/CPD opportunities to be implemented successfully leading to increased staff confidence in teaching about protected characteristics, British values, and responding to prejudice-related incidents. Awareness of Unconscious Bias: Staff demonstrate awareness and mitigation of unconscious bias in daily practice. Pupil Understanding: Children can articulate knowledge of protected characteristics and British values.	Link Governor for Diversity, Equality, Inclusion & Belonging (DEIB): Ensures implementation aligns with school priorities. Governor Visits & Monitoring: Governors engage with staff and pupils to assess impact and ensure progress against the Equality Objectives. Finance Committee Oversight: Reviews DEIB training impact and resource budget allocation.	Review of Action Plan: Termly review Pupil Voice: Surveys and focus groups assess pupils' understanding of protected characteristics and British values. Staff Voice: Evaluations before and after any CPD to measure changes in confidence and competence. Incident Data: Analysis of CPOMS logs to track any prejudice-related incidents. Learning Walks & Lesson Observations: Monitoring how DEIB is embedded in the curriculum and daily practice.	School Self-Evaluation Form (SEF): Reflection on DEIB progress. School Improvement Plan (SIP): Embeds DEIB into long-term strategic planning. Headteacher Reports to Governors: Regular updates on CPD impact, pupil voice, and incident trends. Link Governor Reports: Summarises progress, staff feedback, and pupil engagement.
Objective 1: To increase staff's understanding of diversity, equity, inclusion and belonging (DEIB), fostering a school culture where every child feels safe, respected, and valued as a member of the school.				
Actions	Staff Responsible	Resources (Time/CPD)	Resources (Financial)	
1.1 DEIB CPD for Staff: Unconscious bias, anti-racism, inclusive curriculum, and addressing prejudice-related incidents.	LF/DV Notts CC	Staff meetings DEIB networks NCC 'Equality is Everyone's Business' toolkit External CPD support	Budget for CPD and resources	
1.2 Staff Consultation: Baseline and follow-up surveys to assess impact of training on confidence and understanding.	KB/LF	Staff meetings Surveys		
1.3 CPD Timetable Development: Ongoing, structured professional learning to ensure DEIB remains a school priority.	KB/LF	Planning and collaboration time	Budget for ongoing training Picture news	
1.4 Pupil Workshops & Assemblies: Focus on identity, inclusion, and protected characteristics to reinforce school-wide culture.	KB/LF Class teachers	Assembly time Cross-curricular links	Budget for resources and external visitors	
1.5 Review of Curriculum & Resources: Audit and update books, materials, and lesson plans to reflect diversity and inclusion.	English & Curriculum Leads	Time for resource review and staff planning	Budget for inclusive texts and materials	
1.6 Pupil Leadership Opportunities: Establish 'Belonging Ambassadors' to champion inclusion, support younger pupils and organise celebrations of different religious and cultural events.	LF	Half termly meeting time for BA's, and planning time for BA's.		
Future Developments: Induction Programme for New Staff: Ensure all staff receive DEIB training as part of their onboarding (Spring 2026 onwards). Community Engagement: Strengthen partnerships with local organisations to promote DEIB awareness beyond the school. Annual 'Belonging & Inclusion Week': A whole-school event celebrating identity, inclusion, and diversity.	KB/SLT	Planning and collaboration time		
Rationale for Objective 2	Success Criteria	Governor Involvement	Monitoring and Evaluation Methods	Reporting Progress
Curriculum Representation: The curriculum does not yet consistently reflect the diversity of	Inclusive Curriculum: Curriculum maps across subjects demonstrate clear representation of	Link Governor for Diversity, Equality, Inclusion & Belonging (DEIB):	Curriculum Audit: Annual review of long-term plans to ensure representation of diverse figures, authors, cultures, and perspectives.	School Self-Evaluation Form (SEF): Annual evaluation of progress in promoting diversity

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modern Britain across all subjects and year groups.School Context: Pupils need meaningful exposure to a broad range of cultures, identities, and lived experiences beyond their immediate locality to prepare them for life in modern Britain. Protected characteristics covered: Race, gender, disability, sexual orientation, age, marriage or civil partnership, pregnancy and maternity, religion or belief, sex.	diverse cultures, identities, and contributions to British society. Representation in Resources: Books, displays, learning materials, and assemblies reflect a wide range of backgrounds and experiences. Celebration of Diversity: Whole-school events, themed weeks, and curriculum enrichment opportunities actively celebrate diversity and promote belonging. Pupil Awareness: Children can confidently discuss how Britain is diverse and explain why equality and respect are important in society. Reduction in Gaps: Monitoring shows equitable participation and achievement across different pupil groups.	Monitors curriculum representation and celebration of diversity across the school. Governor Monitoring Visits: Focus on curriculum audits, pupil voice, and participation data. Curriculum Committee Oversight: Ensures diversity is embedded within subject development plans. Finance Committee Oversight: Approves allocation of funding for inclusive resources, visitors, and enrichment activities.	Book & Resource Audit: Termly review of classroom libraries and shared texts to assess inclusivity. Pupil Voice: Focus groups and surveys exploring pupils' understanding of diversity and equality in modern Britain. Data Monitoring: Analysis of attainment, participation in enrichment, leadership roles, and extra-curricular activities by pupil group. Learning Walks & Displays: Monitoring how diversity and equality are visibly promoted throughout the school environment.	reflective of modern Britain. School Improvement Plan (SIP): Explicit reference to equality and diversity priorities within strategic planning. Headteacher Reports to Governors: Termly updates on curriculum development, pupil voice, participation data, and celebration events. Link Governor Reports: Summarises findings from monitoring visits and identifies next steps.
	Objective 2: To promote and celebrate diversity that reflects the cultural make up of modern Britain.			
	Actions	Staff Responsible	Resources (Time/CPD)	Resources (Financial)
	2.1 Curriculum Diversity Audit: Whole-school audit to identify gaps in representation across subjects.	Curriculum leads Class teachers	Staff meeting time, subject leader release time	Budget for CPD and resources
	2.2 Inclusive Texts & Resources: Purchase and embed diverse, high-quality texts and learning materials.	English Lead / Curriculum Leads	Planning time	Budget for new texts and resources
2.3 Diversity Calendar: Create an annual calendar of key cultural, religious, and awareness events reflective of modern Britain.	LF / RE Lead	Planning time	Resources for themed events	
2.4 Visitor & Community Links: Invite speakers and build partnerships with local community groups to broaden pupil experiences.	AP/LF Class teachers	Co-ordination time	Budget for visitors/workshops	
2.5 Display & Environment Review: Ensure corridors, classrooms, and communal areas reflect diversity and inclusion.	LF Admin/TAs	Learning walk time	Budget for display materials	
2.6 Equal Participation Monitoring: Track pupil involvement in clubs, leadership roles, trips, and enrichment activities to ensure equity.	Office staff	Data analysis time		
Future Developments: Global Citizenship Links: Develop partnerships with schools in contrasting communities to broaden pupils' understanding of	KB/LF	Planning and collaboration time		

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diversity in Britain and beyond. Parent & Community Workshops: Engage families in celebrating cultural heritage and promoting inclusive values. Annual Diversity Review Report: Publish a summary of progress against Equality Objectives for the school community.			
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Rationale for Objective 3	Success Criteria	Governor Involvement	Monitoring and Evaluation Methods	Reporting Progress
Current Gaps in Data Analysis: While data on attainment and behaviour is collected, there is a need for more systematic monitoring of trends related to protected characteristics, participation in extracurricular activities, and pupil well-being. Ensuring Equity in Outcomes: Some groups (e.g., SEND pupils, disadvantaged pupils, and specific cohorts such as boys in reading) may have barriers to progress that require early intervention. Promoting Inclusive Opportunities: Ensuring all pupils feel a sense of belonging and have equal access to leadership roles, enrichment activities, and school celebrations. Protected Characteristics Covered: Race, gender, disability, sexual orientation, age, religion or belief, sex.	Improved Data Collection & Analysis: A systematic process is in place to track trends in attainment, behaviour, attendance, and participation by pupil characteristics using Arbor. Equitable Access to Opportunities: Increased participation from underrepresented pupil groups in extracurricular activities, pupil leadership roles, and school initiatives. Targeted Interventions: School leaders use data proactively to address disparities in outcomes and experiences. Staff Training & Awareness: Staff are confident in using data to inform teaching, interventions, and pupil well-being strategies. Pupil & Parent Voice: Regular feedback mechanisms help ensure that school policies and practices reflect the needs of all pupils.	Link Governor for Data & Inclusion: Ensures that equality-related data analysis informs decision-making. Governor Scrutiny & Visits: Monitors trends and interventions through termly data reviews. Resources & Oversight: Governors ensure that the budget for interventions and resources is allocated equitably.	Termly Data Reviews: Analysis of attainment, attendance, behaviour, and participation trends by pupil characteristics. My Concerns & Pastoral Monitoring: Track incidents related to prejudice, well-being concerns, and safeguarding. Pupil & Parent Surveys: Gather perceptions of belonging, engagement, and experiences of inclusion. Staff Feedback: Assess confidence in using data to drive inclusive teaching and intervention. Lesson Observations & Learning Walks: Ensure inclusive teaching practices are embedded across all subjects.	School Self-Evaluation Form (SEF): Incorporates equality-related data trends. School Improvement Plan (SIP): Embeds data-driven approaches to addressing inequalities. Headteacher Reports to Governors: Regular updates on trends, successes, and next steps. Link Governor Reports: Provide an external perspective on the impact of interventions.
Objective 3: To enhance the collection, analysis, and use of data to monitor and address inequalities in pupil outcomes, participation, and well-being at Rampton Primary School, ensuring all pupils – particularly those from underrepresented groups – experience equity in learning and school life.				
Actions	Staff Responsible	Resources (Time/CPD)	Resources (Financial)	
3.1 Implement a Data Monitoring Framework: Track attainment, attendance, behaviour, and extracurricular participation with a focus on equity.	LF/SLT Assessment Lead SENCO	Planning meetings CPD on data analysis		
3.2 Review & Enhance Pupil Leadership & Enrichment Participation: Ensure diverse representation in pupil councils, clubs, and awards.	LF Teachers (leading clubs) TB (sensory circuits)	Pupil engagement activities Staff planning time	Budget for new initiatives	
3.3 Pupil & Parent Voice Surveys: Collect qualitative data on belonging, experiences, and perceived barriers to participation.	LF Class teachers	Survey time Focus group sessions		
3.4 Targeted Interventions for Identified Gaps: Use data insights to provide tailored academic, pastoral, and enrichment interventions.	SLT SENCO Class teachers	Staff planning time Intervention tracking	Budget for additional support/resources	
Future Developments: Annual Inclusion & Equity Report: A dedicated report on pupil outcomes, engagement, and school-wide inclusion efforts. Community & Alumni Engagement: Use local networks to increase	SLT Assessment Lead SENCO Class Teachers	Staff planning and collaboration time	Budget for ongoing CPD	

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diverse role models and mentorship opportunities. Sustained Staff Development: Continue annual CPD to ensure staff remain confident in using data to support all learners.			
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