



FREELAND CE PRIMARY SCHOOL AND HANBOROUGH MANOR CE SCHOOL EQUALITY ACTION PLAN 2025-2029



Objective 1:

Eliminate discrimination and promote inclusive behaviour through the full embedding of the new Relationships and Behaviour Policy aligned with Christian values.

ACTIONS	Person Responsible	Resources Needed	Success Criteria
<ul style="list-style-type: none"> - Consult all stakeholders (pupils, parents, staff, governors) on the draught policy - Deliver comprehensive staff training on restorative and reflective practices - Implement the policy consistently across all classes - Monitor behaviour incidents and bullying reports for equality-related issues - Regularly review and update the policy based on feedback and data 	<p>Headteacher, Behaviour Lead, Governors</p>	<p>Staff training materials, consultation forums, behaviour monitoring system</p>	<ul style="list-style-type: none"> - Policy adopted and published - 100% staff trained - Reduction in bullying and discriminatory incidents - Positive feedback from pupils and parents - Evidence of restorative practises in behaviour records

Time Scale

Year 1	<ul style="list-style-type: none"> - Consult pupils, parents, staff, governors on draught policy - Deliver staff training on restorative and reflective practises - Launch policy school-wide - Establish baseline data on behaviour and bullying incidents
Year 2	<ul style="list-style-type: none"> - Monitor and analyse behaviour incident trends by protected characteristics - Provide refresher training and coaching for staff - Introduce pupil-led peer mediation and restorative circles - Engage parents via workshops on inclusive behaviour

Year 3	<ul style="list-style-type: none"> - Review and update policy based on data and stakeholder feedback - Embed restorative practises into daily routines and assemblies - Celebrate improvements in behaviour and inclusivity through awards and communications
Year 4	<ul style="list-style-type: none"> - Conduct comprehensive impact evaluation of policy effectiveness - Share successes and areas for improvement with the school community - Plan next steps to sustain and enhance inclusive behaviour culture

Objective 2:

Advance equality of opportunity by improving attainment and participation for pupils with SEND and other vulnerable groups, ensuring adaptive teaching and targeted support.

ACTIONS	Person Responsible	Resources Needed	Success Criteria
<ul style="list-style-type: none"> - Analyse attainment and participation data by protected characteristics and vulnerable groups - Provide targeted interventions and adaptive teaching strategies - Train staff on SEND and inclusive teaching methods - Monitor progress of SEND and vulnerable pupils regularly - Engage parents in supporting learning and development 	SENCO, Subject Leaders, Class Teachers	Data analysis tools, intervention resources, staff training sessions, parental engagement materials	<ul style="list-style-type: none"> - Improved attainment for SEND and vulnerable pupils (measured against ARE and GD targets) - Increased participation in school activities - Staff demonstrate confidence using adaptive teaching - Positive parental engagement feedback

Time Scale

Year 1	<ul style="list-style-type: none"> - Analyse attainment and participation data by protected characteristics and vulnerability - Identify gaps and priority groups - Provide initial targeted interventions and adaptive teaching training for staff - Engage parents in setting learning goals
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Year 2	<ul style="list-style-type: none"> - Expand targeted interventions based on Year 1 findings - Implement enhanced personalised learning plans for SEND and vulnerable pupils - Monitor progress termly and adjust support - Increase parental involvement through regular communication and workshops
Year 3	<ul style="list-style-type: none"> - Embed adaptive teaching strategies across all classrooms - Use pupil voice to refine support approaches - Develop peer-support programmes for vulnerable pupils - Evaluate impact on attainment and participation, adjusting plans accordingly
Year 4	<ul style="list-style-type: none"> - Review overall progress against equality objectives - Share best practice and success stories with wider school community - Update SEND and inclusion strategies to reflect evolving needs

Objective 3:

Foster good relations by embedding diversity and inclusion into the curriculum and school life, promoting understanding and respect for all protected characteristics and social backgrounds.

ACTIONS	Person Responsible	Resources Needed	Time Frame	Success Criteria
<ul style="list-style-type: none"> - Review and enhance curriculum content to include diverse perspectives and role models - Plan and deliver activities for key diversity awareness sessions - Invite guest speakers and organise community engagement events - Promote pupil leadership roles focused on equality and diversity 	<p>Curriculum Leader, PSHE Coordinator, Headteacher</p>	<p>Curriculum review time, diversity resources, guest speaker contacts,</p>	<p>Curriculum review: Term 1</p> <p>Diversity sessions and events: Throughout the year</p>	<p>Curriculum reflects diversity and inclusion principles</p> <ul style="list-style-type: none"> - Increased pupil understanding and respect for differences - Positive feedback from pupils, staff, and parents - Evidence of pupil leadership and participation in diversity activities

- Monitor and celebrate diversity through assemblies and displays				
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Time Scale

Year 1	<ul style="list-style-type: none"> - Review curriculum to identify gaps in diversity and inclusion - Plan and deliver initial diversity awareness activities and assemblies - Establish links with community groups and guest speakers - Promote pupil leadership roles focused on equality
Year 2	<ul style="list-style-type: none"> - Integrate diverse perspectives and role models into all subject areas - Organise cross-cultural and interfaith events - Develop pupil-led diversity projects and clubs - Monitor pupil attitudes and understanding through surveys
Year 3	<ul style="list-style-type: none"> - Expand community engagement and partnership activities - Celebrate key diversity dates with whole-school events - Incorporate diversity themes into school displays and communications - Provide ongoing staff training on inclusive curriculum delivery
Year 4	<ul style="list-style-type: none"> - Conduct a comprehensive review of curriculum and school life inclusivity - Share progress and impact with stakeholders - Plan future initiatives to deepen understanding and respect for all protected characteristics

Date approved at Local Governing Body: 13.11.2025

Chair of Governors: Chris Jones

Head Teacher: Sarah Nickelson