Equality Action Plan

Name of Academy: Berewood Primary School

Date: September 2026 **Period: September 2026-September 2027**

This action play forms part of the Berewood Primary School's Academy's Equality, Diversity and Inclusivity Policy.

Monitoring the impact of this policy will help highlight any differences between pupils/students and staff from different protected groups and decide if any further action will be necessary to meet particular needs and to improve the performance and attendance of pupils and welfare of staff from different groups in our commitment to the equality and diversity agenda, creating an inclusive environment.

While individual objectives focus on identified priorities for Berewood Primary School, the school remains committed to eliminating discrimination, advancing equality of opportunity and fostering good relations across all protected characteristics identified within the Equality Act 2010, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Objective 1
Race equality
Rationale for this objective
To ensure that all children see themselves represented in the school environment and curriculum, and that adult role models, resources, and experiences reflect a wide range of cultures and racial backgrounds.
Actions required to achieve objective
• Ensure staff appointment and recruitment procedures actively consider and promote race equality. • Organise annual cultural awareness or world celebration events to highlight diversity. • Invite a wide range of visitors from different racial and cultural backgrounds to enrich children's experiences. • Embed opportunities across the curriculum to learn about different cultures, both within the UK and globally. • Regularly review and update book lists (guided reading, English, topic work) to ensure diverse representation in authors, characters, and artists. • Audit resources, classroom materials, and displays to ensure they reflect diversity and promote equality. • Monitor attainment, attendance and behaviour outcomes for ethnic groups to identify potential disparities. • Provide staff development on recognising and challenging racial stereotypes, bias and discriminatory language.
How success of the objective will be measured

- The school community reflects and celebrates racial and cultural diversity.
- Visitors to school represent a range of racial and cultural backgrounds.
- Curriculum units (e.g., Dimensions Units) are regularly reviewed and adapted to ensure racial diversity and inclusivity.
- Displays, resources, and learning environments demonstrate a clear commitment to race equality.
- Staff demonstrate confidence in challenging discriminatory language.
- No significant unexplained disparities in outcomes between ethnic groups.

Timeframe outline

Ongoing throughout each academic year, with annual reviews and updates.

Objective 2
Disability equality
Rationale for this objective
To break down barriers and challenge perceptions of disability, ensuring all pupils understand, respect, and value the contributions of people with disabilities. Ensure reasonable adjustment and accessibility is well planned for.
Actions required to achieve objective
• Celebrate the achievements of disabled role models, both nationally and globally, through assemblies, newsletters, and curriculum content. • Invite a diverse range of visitors with disabilities to engage with pupils, promoting understanding and positive interactions. • Ensure school communications and marketing materials reflect inclusivity and accessibility for all audiences. • Integrate discussions about disability, accessibility, and inclusion across the curriculum where appropriate. • Review accessibility arrangements annually. • Ensure reasonable adjustments are implemented promptly for pupils and staff with disabilities. • Monitor participation and outcomes of pupils with disabilities. • Review curriculum resources and learning environments to ensure accessibility.
How success of the objective will be measured
• Inclusion and diversity are celebrated regularly through assemblies and school communications. • A diverse range of visitors with disabilities attend school events and activities. • Marketing and school information reflect the school's commitment to disability inclusion and accessibility. • Pupils demonstrate positive attitudes and understanding towards disability in lessons and interactions. • Accessibility Plan reviewed annually.

• Evidence of reasonable adjustments being implemented. • Pupils with disabilities can access the full curriculum and enrichment offer.
Timeframe outline
Ongoing throughout the academic year, with regular monitoring and updates.

Objective 3
Gender equality
Rationale for this objective
• To ensure the school actively promotes gender equality and supports all pupils, regardless of gender identity. • To create engaging learning opportunities that enable both boys and girls to achieve their potential. • To close attainment gaps and provide opportunities for pupils to explore diverse perspectives and cultures.
Actions required to achieve objective
• Apply the principles of equal opportunities and gender equality consistently in staff recruitment and selection procedures, using guidance from resources such as Stonewall. • Audit and monitor classroom provision and teaching resources to ensure both boys and girls are making good progress across all subjects. • Review book lists and classroom resources (guided reading, English, topic work) to ensure gender balance in authors, characters, and artists. • Promote discussions, projects, and activities that challenge gender stereotypes and encourage respect for diversity. • Ensure curriculum content challenges stereotypes around career choices and aspirations. • Review participation in leadership roles, clubs and sporting opportunities by gender.
How success of the objective will be measured
• Balanced representation of male and female role models among staff, visitors, and curriculum content. • Library and learning resources reflect a gender balance, supporting the interests and development of all pupils. • School ethos, assemblies, and curriculum promote respect for differences and inclusivity across genders. • Monitoring data shows closing of attainment gaps between boys and girls. • Balanced participation in clubs, leadership opportunities and school representation. • Positive pupil attitudes towards gender equality.
Timeframe outline
Ongoing throughout the academic year, with annual review and updates.

Objective 4
Community cohesion
Rationale for this objective
• To foster a greater awareness of national and local community identity and ensure British Values are embedded throughout the curriculum. • To develop our links within the local community and local charities through our Personal Development Programme.
Actions required to achieve objective
• Conduct regular audits of the curriculum to ensure coverage of community, national, and global issues. • Monitor attendance and participation levels in extracurricular events and clubs, broken down by pupil groups. • Target support and encouragement for underrepresented pupils through discussions with parents and guardians. • Promote partnerships with local community organizations and volunteers to enrich pupils' learning and engagement. • Develop opportunities for pupils to engage with groups from different backgrounds, cultures and experiences. • Promote pupil leadership in community projects and charitable initiatives. • Create opportunities for intergenerational learning and local partnerships.
How success of the objective will be measured
• Curriculum planning demonstrates a clear focus on national, global, and community learning opportunities, including British Values. • Enhanced involvement with local community initiatives and volunteer programs over time. • Evidence of pupils demonstrating understanding and engagement with community and citizenship themes. • Increased community engagement activities. • Positive pupil feedback regarding understanding of different communities.
Timeframe outline
Ongoing throughout the academic year, with termly reviews of participation and curriculum coverage.

Objective 5
Sexual orientation
Rationale for this objective
To ensure that PSHE (including RSE) sessions recognise and celebrate diverse family structures and promote understanding of different sexual orientations. This supports an inclusive environment where all pupils feel respected and valued.
Actions required to achieve objective
• Ensure PSHE and RSE curriculum content explicitly reflects diverse family structures and sexual orientations. • Provide staff with training and guidance to respond appropriately and confidently to questions from pupils.

• Integrate discussions and learning opportunities across the curriculum that challenge stereotypes and promote inclusivity. • Include diverse family representations in classroom resources, reading materials, and displays.
How success of the objective will be measured
• Pupils demonstrate understanding and respect for a range of family structures and sexual orientations. • Staff respond consistently and appropriately to questions about sexual orientation and diversity. • Curriculum materials, classroom resources, and displays reflect inclusivity and diversity. • Positive feedback from pupils and parents on the school's inclusive approach to families and relationships.
Timeframe outline
Ongoing throughout the academic year, aligned with updates to the PSHE/RSE curriculum, with regular review and monitoring.

Objective 6
Religious tolerance
Rationale for this objective
To ensure that all members of the school community respect and value diverse religious beliefs, fostering an inclusive and harmonious environment.
Actions required to achieve objective
• Include guidance on religious sensitivity and awareness in staff induction and ongoing professional development. • Implement clear pupil behaviour expectations that promote respect and tolerance for all religious beliefs. • Incorporate learning opportunities across the curriculum that explore and celebrate different religions, faiths, and belief systems. • Organise events, assemblies, or visits that highlight religious diversity and encourage dialogue and understanding.
How success of the objective will be measured
• School ethos visibly reflects respect and support for religious diversity. • Pupils demonstrate understanding and tolerance of different faiths in behaviour, discussions, and classroom activities. • Staff apply policies and procedures consistently to support religious tolerance. • Evidence of curriculum content, displays, and events promoting interfaith understanding.
Timeframe outline
Ongoing throughout the academic year, with regular monitoring and updates to staff training, curriculum content, and school events.

Objective 7
Equality of Opportunity
Rationale for this objective

To identify and reduce any inequalities in attainment, attendance, behaviour, participation and wider school experiences for pupils with protected characteristics, pupils with SEND, disadvantaged pupils and other vulnerable groups.
Actions required to achieve objective
• Analyse attainment, attendance, behaviour and participation data termly by key groups. • Identify gaps and implement targeted interventions. • Review participation in clubs, trips, leadership opportunities and enrichment activities. • Report findings annually to Governors. • Complete equality analysis when reviewing significant policies or initiatives.
How success of the objective will be measured
• Any identified gaps are reduced. • Participation across all groups increases. • Governors receive annual equality data reports. • Positive outcomes demonstrated for vulnerable groups
Timeframe outline
Termly monitoring with annual review

Objective 8
Training
Rationale for this objective
To ensure all staff and governors are fully aware of their responsibilities regarding equality and diversity, including understanding unconscious bias, and are equipped to promote an inclusive and respectful school environment.
Actions required to achieve objective
• Provide dedicated INSET time for all staff and governors on equality, diversity, and unconscious bias. • Utilise training modules from the National College and other reputable providers to cover legislation, best practices, and practical strategies. • Integrate follow-up discussions and reflective activities to embed learning into daily practice. • Regularly review training needs to ensure all new and existing staff remain up to date.
How success of the objective will be measured
• All staff and governors demonstrate understanding of equality and diversity legislation and their responsibilities. • Staff can identify and reflect on unconscious bias in their practice. • Evidence that training has informed policies, classroom practice, and school-wide initiatives. • Feedback from staff and governors indicates increased confidence in promoting equality and inclusivity.
Timeframe outline

Ongoing throughout the academic year, with regular updates to training content and follow-up sessions as needed.