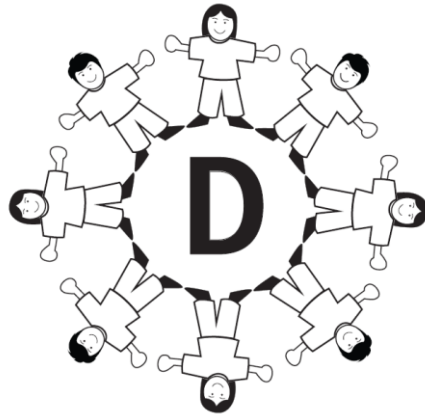


Dalestorth Primary and Nursery School



“Everyone’s different, everyone’s welcome”

Equality Action Plan 2025-28

2026-27

Equality Action Plan

Rationale for Objective 1:

Our curriculum content and resources are not fully representative of wider society. The general equality duty requires us to foster positive relations between different groups.

There have been 11 prejudice related incidents in this school year.

We occasionally see staff display unconscious bias (roles and expectations of girls and boys).

Protected characteristics covered: race/religion/gender

Objective 1: To reduce prejudice and unconscious bias within the whole school community

Undertake the AREP program

Audit curriculum resources to measure if we have any gaps where different groups are not represented and then across the curriculum subject leads identify how these gaps are filled

Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of gender.

Consciously include texts and lessons which challenge gender stereotypes and are representative of modern-day society.

- Use class names as initial focus – which protected characteristic do they fit under?

Staff CPD focused on unconscious bias/ EDI/anti-racism/ the inclusive curriculum

Role model diversity: Highlight contributions of people from a range of backgrounds across subjects (e.g. science, art, history).

Learning zone newsletter: Provide resources for parents understanding unconscious bias and raising inclusive children.

Prejudice-related incident tracking: Monitor and respond to incidents systematically, sharing patterns with governors/staff to inform change.

Inclusive recruitment and representation: Strive for staff recruitment practices that attract diverse candidates and reflect the wider community.

PSHE and assemblies: Use these sessions to explore themes like fairness, difference, respect and empathy. Include age-appropriate discussions and stories that explore fairness, kindness and the impact of prejudice.

Pupil voice consultation and parents/carers re the impact of the implemented changes through a survey/questionnaire establish a baseline

Equality Action Plan Rationale for Objective 2

Vulnerable, PP and EAL children have historically had poor uptake of extra-curricular and after-school provision

Barriers such as from parents (such as unwillingness to collect and not appreciating impact on child's self-esteem) common

Barriers from children (such as lack of equipment and availability of kit also common leading to shame of child). Even when provided by school

Teacher awareness not always as high as it could be to enable EAL, vulnerable and PP children to be fully included in extra-curricular activities

Curriculum Lead not always aware of what clubs and after school entice EAL, vulnerable and PP children to attend in greater numbers

Protected characteristics covered:

Race

Objective 2 – To improve the access to extra-curricular activities for all pupils (especially EAL, PP and Vulnerable)

Identify and Remove Barriers Pupil voice surveys: Ask children what clubs or activities they'd like and why they may not attend existing ones.

Targeted invitations: Personally invite pupils who may be underrepresented in clubs (e.g. PP children in sports, EAL children in arts and performance).

Subsidised or free places: Offer funding or free spaces for children eligible for Pupil Premium or facing financial hardship for paid clubs

Varied club offer: Include academic, creative, cultural, physical and wellbeing-focused clubs to appeal to different interests and abilities.

Flexible formats: Allow shorter-term/lunchtime or drop-in options for children who struggle with long commitments.

Staff encouragement: Have teachers actively promote clubs to pupils during lessons or in assemblies.

Track participation data: Monitor who is attending clubs (e.g. by PP, vulnerable and EAL) and adjust offer or outreach accordingly.

Equality Action Plan Rationale for Objective 3: % of children who have English as an additional language has risen steadily over the past 5 years (15% in 2020-21 and now 26.5% in 2024-25) Number of different languages spoken by families has also grown steadily over the past 5 years. Now 23 different languages spoken in 2024-25 Mix of ethnicities has also grown steadily. Percentage of white British children has fallen from 85% in 2020-21 to 68% in 2024-25 School needs to ensure that the curriculum celebrates and positively promotes the increasing diversity of our school community Protected characteristics covered: Race, religion or belief
Objective 3: To promote and celebrate diversity that reflects the makeup of our school community
Diverse texts and resources: Use books, stories and learning materials that reflect a range of cultures, ethnicities, family structures, religions and abilities.
Celebration of festivals: Recognise and celebrate a variety of cultural and religious festivals throughout the year (e.g. Diwali, Eid, Hanukkah, Lunar New Year, Black History Month).
Multilingual signage and greetings: Display key school messages in the languages spoken by children at home.
Belonging Week: Host an annual week with themed activities, workshops and assemblies celebrating different cultures and backgrounds?
Guest speakers and storytellers: Invite diverse community members, authors, or local leaders to share their experiences and heritage.
Pupil Bee (Belonging) Champions: Create roles or groups where children can help promote inclusion and awareness.
Inclusive displays and assemblies: Ensure wall displays and assemblies reflect a broad spectrum of identities and achievements.
Family coffee mornings/workshops: Regular sessions where families from different backgrounds can connect and share experiences.
Pupil voice around the theme of Belonging across the Curriculum to measure the impact of the Everyone's different, everyone's welcome work.
Future Developments Establishment of focus group to include representation from all stakeholder groups to further embed EDI across the whole school Develop a Bee Belonging Champions Group

Appendix

Protected characteristics 2025-2026	
Aut 1	Race
Aut 2	Race
Spr 1	Disability
Spr 2	Age
Sum 1	Gender
Sum 2	Who you choose to love

Protected characteristics 2026-2027	
Aut 1	Religion
Aut 2	Having a baby
Spr 1	Relationships
Spr 2	Present Yourself
Sum 1	Race
Sum 2	Disability