



Priestsic Primary and Nursery School - Equality Objectives 2026-2030

Four-year Equality Action Plan

These headline objectives build on the school's previous Equality Action Plan. Religion and belief will remain embedded through RE, assemblies and the wider EDI curriculum rather than being a standalone objective. Progress will be reviewed termly and reported through established school improvement and governance processes.

Headline objective	Protected characteristic	Main Priestsic focus
Further embedding inclusive practice for pupils with SEND	Disability	Removing barriers to inclusion
Racial diversity, identity and belonging	Race	Representation, identity and anti-racism
Further embedding approaches that promote gender equality	Sex	Attainment, participation and aspiration
Further developing and embedding a safe and inclusive culture	Sexual orientation	Respect, relationships and tackling prejudice

Priestsic Primary and Nursery School - Equality Objectives 2026-2030

Equality Action Plan Rationale	Success Criteria	Governor Involvement	Monitoring & Evaluation	Reporting Progress
Priestsic has a strong commitment to inclusion and SEND. This objective further embeds that commitment beyond classroom learning so that disability is considered consistently across trips, clubs, leadership, sport, playground provision, performances, enrichment and the physical and learning environment. Protected characteristic: Disability	- Participation in enrichment, clubs, trips, leadership and wider school life is monitored by disability/SEND. - Barriers to participation are identified and addressed proactively. - Accessibility of the physical and learning environment is reviewed annually. - Pupil voice shows that pupils with disabilities/SEND feel included, valued and able to participate. - Curriculum resources increasingly represent disability positively and avoid stereotypes. - Staff confidence in adapting provision and removing barriers increases.	Nominated link governor: Equality & Inclusion Focused governor visits Teaching & Learning governor oversight of curriculum	Review action plan termly Analyse relevant participation/attainment/incident data Learning walks, book/resource reviews and pupil voice	School SEF School Improvement Plan Headteacher report to governors Link governor visits School website as appropriate

Objective 1: To further embed inclusive practice so that pupils with SEND experience full equality of access, participation and achievement across all aspects of school life.

Actions	Milestone / Timeline	Staff Responsible	Resources - Time / CPD	Resources - Financial
1.1 Establish a baseline of participation in clubs, trips, enrichment, sport, performances and pupil leadership, analysed by disability/SEND.	2026-27	SENDCo / EDI Lead	Data review; pupil voice; staff meeting	Within existing provision
1.2 Audit barriers across the physical environment, curriculum, playground and wider school life. Link identified priorities to the Accessibility Plan.	2026-27; annual review	SENDCo / SLT	Accessibility review; learning walks	Costs identified through Accessibility Plan
1.3 Build proactive reasonable adjustments into trips, club, event and enrichment planning so pupils are not excluded by avoidable barriers.	2026-28	All staff / trip & club leads	Planning guidance; staff CPD	Reasonable-adjustment costs as required
1.4 Review texts, displays and curriculum resources so disability is represented positively and stereotypes are challenged.	2027-29	Subject Leads / EDI Lead	Curriculum and resource audit	Resource budget as identified
1.5 Evaluate impact through participation data, pupil/parent voice and staff confidence; address any remaining gaps.	2028-30; termly monitoring	SENDCo / EDI Lead	Surveys; focus groups; governor visits	None anticipated

Priestsic Primary and Nursery School - Equality Objectives 2026-2030

Equality Action Plan Rationale This objective further develops the previous focus on auditing resources, representation and cultural understanding. The next stage is to embed this work more consistently, strengthening belonging, identity and anti-racism through the curriculum, pupil leadership and family engagement. Protected characteristic: Race	Success Criteria • Every year group has planned opportunities to learn about diverse racial and cultural identities. • Texts, displays and resources reflect a wider range of racial identities and experiences. • Pupils can explain why stereotypes and racist language are harmful. • Racist incidents are identified, recorded and responded to consistently. • Pupil voice shows increased understanding of racial diversity and a strong sense of belonging. • DEIB Champions actively promote racial equality. • Families have opportunities to share cultural identity and heritage.	Governor Involvement Nominated link governor: Equality & Inclusion Focused governor visits Teaching & Learning governor oversight of curriculum	Monitoring & Evaluation Review action plan termly Analyse relevant participation/attainment/incident data Learning walks, book/resource reviews and pupil voice	Reporting Progress School SEF School Improvement Plan Headteacher report to governors Link governor visits School website as appropriate
--	---	--	--	---

Objective 2: To further develop and embed pupils' understanding of racial diversity and identity, ensuring that every child feels represented, valued and proud of their identity, while developing the confidence to recognise and challenge racism and racial stereotypes.

Actions	Milestone / Timeline	Staff Responsible	Resources - Time / CPD	Resources - Financial
2.1 Map planned curriculum opportunities in every year group for racial diversity, identity, significant individuals, diverse authors and cultural experiences.	2026-27	EDI Lead / Subject Leads	Curriculum mapping; staff meeting	Resource budget as identified
2.2 Agree and reinforce a consistent whole-school approach to identifying, recording and responding to racist language, stereotypes and incidents.	2026-27; ongoing	SLT / DSL / all staff	Policy briefing; staff CPD	None anticipated
2.3 Develop DEIB Champions' role in assemblies, pupil voice, environment reviews and campaigns that promote belonging and anti-racism.	2027-28; ongoing	EDI Lead	Champion meetings; assembly time	Small activity/resource budget

Actions	Milestone / Timeline	Staff Responsible	Resources - Time / CPD	Resources - Financial
2.4 Strengthen family participation by creating opportunities to share cultural identity, heritage, stories and experiences.	2027-29	EDI Lead / teachers	Family events; curriculum links	Event costs as identified
2.5 Review impact through curriculum scrutiny, incident records and pupil/family voice, with targeted action where gaps remain.	2028-30; termly monitoring	EDI Lead / SLT	Data review; focus groups; governor visits	None anticipated

Priestsic Primary and Nursery School - Equality Objectives 2026-2030

Equality Action Plan	Success Criteria	Governor Involvement	Monitoring & Evaluation	Reporting Progress
Rationale The previous plan identified a writing gap between boys and girls. For 2026-30, the focus is on further embedding approaches that promote gender equality, examining attainment, engagement, participation, leadership, sport, aspirations and the impact of gender stereotypes. Protected characteristic: Sex	- Identified sex-based attainment gaps are monitored and addressed where evidence indicates a need for further action. - Participation in clubs, competitions, leadership and enrichment is monitored by sex and barriers addressed. - Curriculum and careers content challenges traditional gender stereotypes. - Pupils can identify and challenge gender stereotypes. - Pupil voice shows children feel able to join activities regardless of stereotypes. - Diverse male and female role models are evident across the curriculum. - Staff consider unconscious gender bias in planning, questioning, grouping and opportunities.	Nominated link governor: Equality & Inclusion Focused governor visits Teaching & Learning governor oversight of curriculum	Review action plan termly Analyse relevant participation/attainment/incident data Learning walks, book/resource reviews and pupil voice	School SEF School Improvement Plan Headteacher report to governors Link governor visits School website as appropriate

Objective 3: To further embed approaches that promote gender equality, challenging stereotypes and ensuring that all pupils have equal opportunities to achieve, participate and develop their aspirations.

Actions	Milestone / Timeline	Staff Responsible	Resources - Time / CPD	Resources - Financial
3.1 Establish baseline data for attainment and participation in clubs, competitions, leadership, sport and enrichment by sex; identify priority gaps.	2026-27	SLT / EDI Lead / Subject Leads	Data analysis; pupil voice	None anticipated
3.2 Provide staff development on unconscious gender bias and review classroom practice, including questioning, grouping, language and allocation of opportunities.	2026-28	EDI Lead / SLT	Staff meetings; learning walks	CPD budget if required
3.3 Audit curriculum texts, displays, role models, careers and aspirations content for gender stereotypes and broaden representation where needed.	2027-28	Subject Leads	Curriculum/resource audit	Resource budget as identified
3.4 Respond to identified attainment or engagement gaps with subject-specific action, retaining writing as a focus where evidence shows a continuing gap and further developing approaches that promote gender equality.	2027-29	SLT / Subject Leads	Progress meetings; intervention review	Resources as identified

Actions	Milestone / Timeline	Staff Responsible	Resources - Time / CPD	Resources - Financial
3.5 Re-measure attainment, participation and pupil attitudes; evaluate the impact of embedded approaches and identify any further areas for development.	2029-30	SLT / EDI Lead	Pupil voice; data review; governor visits	None anticipated

Priestsic Primary and Nursery School - Equality Objectives 2026-2030

Equality Action Plan	Success Criteria	Governor Involvement	Monitoring & Evaluation	Reporting Progress
Rationale This objective further develops and embeds the school's equality and respectful-relationships work by ensuring that family diversity is represented appropriately and age-appropriately, difference is normalised and prejudice is consistently challenged. Protected characteristic: Sexual orientation	- Homophobic language and incidents are consistently identified, recorded and addressed. - Pupils understand that families and relationships can be different and difference should be respected. - PSHRE and curriculum resources represent a range of family structures appropriately. - Books and curriculum materials challenge stereotypes and promote respectful relationships. - Staff feel confident responding to homophobic, biphobic or stereotypical language. - Pupil voice shows children feel safe to be themselves and know how to challenge discrimination. - Parents/carers understand the school's approach to equality, respectful relationships and anti-discrimination.	Nominated link governor: Equality & Inclusion Focused governor visits Teaching & Learning governor oversight of curriculum	Review action plan termly Analyse relevant participation/attainment/incident data Learning walks, book/resource reviews and pupil voice	School SEF School Improvement Plan Headteacher report to governors Link governor visits School website as appropriate

Objective 4: To further develop and embed a school culture where all pupils and families feel safe, respected and included, and where homophobic language, stereotypes and discrimination are consistently challenged.

Actions	Milestone / Timeline	Staff Responsible	Resources - Time / CPD	Resources - Financial
4.1 Review PSHRE, assemblies, library texts and wider curriculum resources for age-appropriate representation of different families and respectful relationships.	2026-27	PSHRE Lead / EDI Lead	Curriculum/resource audit	Resource budget as identified
4.2 Agree a consistent staff response to homophobic, biphobic and stereotypical language, including recording, follow-up and education.	2026-27; ongoing	SLT / DSL / all staff	Staff briefing and CPD	None anticipated
4.3 Strengthen planned teaching about respect, difference, stereotypes, discrimination and how pupils can safely challenge prejudicial language or behaviour.	2027-28; ongoing	PSHRE Lead / teachers	Planning time; assemblies	Resources as identified
4.4 Communicate the school's equality and respectful-relationships approach clearly to parents/carers and provide routes for questions or feedback.	2027-29	SLT / PSHRE Lead	Parent information; website	None anticipated

Actions	Milestone / Timeline	Staff Responsible	Resources - Time / CPD	Resources - Financial
4.5 Evaluate inclusion and safety through pupil voice, incident records, curriculum scrutiny and parent/staff feedback; act on findings.	2028-30; termly monitoring	SLT / EDI Lead	Surveys; governor visits	None anticipated