



## Beardall Fields Primary and Nursery School Equality Objectives September 2025

Equality Action Plan Rationale for Objective 1:	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
<p><b>Our pupil population has changed over time. Predominantly white British demographic, in recent years we have seen children joining our school from many different countries, for many different reasons and with a variety of languages and religions. Children settle well into our school due to the ethos we create, however as a whole school community we need to have a greater understanding of identity and sense of belonging so that prejudice can be challenged and that our children are well prepared for life in modern Britain.</b></p> <p><b>Protected characteristics covered:</b> race/religion</p>	<p>All staff will know and understand the protected characteristics Children will know and understand the Protected characteristics Weekly assemblies will have focus on developing children's understanding of protected characteristics Children will speak confidently about the importance of protected characteristics Children will understand the importance of race and religion as protected characteristics</p>	<p>Nominated link governor-equality &amp; inclusion</p> <p>Focused governor visits</p> <p>Finance Committee (oversight of training &amp; resource budget)</p> <p>T&amp;L Governor has oversight of curriculum</p>	<p>Review of this action plan (termly)</p> <p>Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews.</p> <p>Through conversations with children (pupil voice questionnaires)</p>	<p>School SEF</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
<b>Objective 1: To increase understanding of equality, diversity and inclusion more specifically an understanding of race and religion equality by the whole school community including SLT, Governors, staff, pupils and parents</b>				
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
1.1 Staff CPD focused on unconscious bias/ EDI/anti-racism/ the inclusive curriculum	Spring 26	SLT - LA	LA adviser's time to deliver staff meeting Staff meeting time allocated	LA adviser staff meeting time



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1.2 All staff to be included and actively involved 1.3 All staff to understand the protected characteristics	Autumn 25			
1.3 Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of race and religion	Autumn 25 Spring 26 Summer 26	Curriculum leader SLT	Time for curriculum lead to review curriculum	Supply cover required to release staff to work with curriculum lead
1.4 Consciously include key texts and lessons which challenge racial and religious stereotypes and are representative of modern-day society.	Autumn 25 and ongoing	Curriculum lead and reading leads	Time for leaders to review texts used	Supply cover to release teachers to work together Resources for new texts
<b>Future Developments</b> Establishment of focus group to include representation from all stakeholder groups to further embed EDI across the whole school Develop a Diversity Champions Group	September 26 and ongoing	SLT	Time allocated termly to hold parent groups	



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Equality Action Plan Rationale for Objective 2	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
<p><b>Having a number of children joining our school with varying levels of EAL, we need to ensure that effective systems are in place so that they can be adequately supported in school.</b></p>	<p>Information collected at point of admission will state clearly the first language of children</p> <p>Baseline assessments carried out give teachers clear picture of English skills in reading and writing</p> <p>Bell foundation assessments completed and used to support planning for children</p> <p>Staff are becoming more confident in supporting children with EAL</p>	<p>Nominated link governor- equality &amp; inclusion</p> <p>Focused governor visits</p> <p>Finance Committee (oversight of training &amp; resource budget)</p> <p>T&amp;L Governor has oversight of curriculum</p>	<p>Review of this action plan (termly)</p> <p>Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews</p> <p>Through conversations with children (pupil voice questionnaires)</p>	<p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
<p><b>Objective 2 To ensure the attainment of EAL children across school is carefully tracked and monitored so that effective support is in place to enable them to make good progress from their starting points.</b></p>				
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Resources - Financial
2.1 To ensure our EAL leader has received training and support through the LA ensuring she has the skills and knowledge to	Autumn 25 and ongoing	HT and EAL leader	Release time for attendance of LA run courses	Budget to be identified for staff meetings
2.2 Ensure that information captured at the point of admission clearly states first language and other relevant information needed so that data is accurate	Autumn 25 ongoing	EAL leader and Admin team		Budget to be identified for resources
2.3 To ensure staff know and understand the Bell Foundation	Autumn 25 ongoing	All staff	Staff meeting time allocated to complete termly assessments	Budget to be identified for resources



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assessments and how to use them to assess language acquisition				
2.4 To ensure baseline assessments are carried out when a child enters our school so that there is a clear picture of strengths	Autumn 25 ongoing	Class teachers/TAs	Time to carry out code, book level and simple writing baselines	
2.4 EAL lead to carry out termly monitoring including book looks, pupil voice	Spring 26 and termly	EAL lead SLT	Release time for EAL lead	Supply cover for EAL children
2.5 EAL led to review curriculum books across school to ensure texts are reflective of our school community	Summer 26 and ongoing	EAL lead	Release time for EAL lead to review texts in school	Release time for EAL lead and budget for books



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<b>Equality Action Plan</b> <b>Rationale for Objective 3:</b> <b>We are a very inclusive school with a number of children with very complex needs and medical issues. We need to continue to adapt our provision and resources so that we can continue to be an inclusive school. We need to educate our school community on the differing needs so that there is greater understanding.</b>  <b>Protected characteristics covered:</b> <b>Disability</b>	<b>Success Criteria</b> All children understand that disability is a protected characteristic Children know that we are all unique Staff are well trained to support needs of children with SEND Outside agencies support staff in training for medical needs Provision will continue to be reviewed to meet the needs of the children	<b>Governor Involvement</b>  Nominated link governor-equality & inclusion SEND  Focused governor visits  Finance Committee (oversight of training & resource budget)	<b>Monitoring &amp; Evaluation Methods</b>  Governor visits Pupil voice Learning walks	<b>Reporting Progress</b>  School SEF  School Improvement Plan  Head Teacher Report to Governors  Link Governor Visits
<b>Objective 3: To ensure the provision for our SEND children continues to be reviewed to ensure their needs are met and we remain an inclusive school.</b>				
<b>Actions</b>	<b>Timelines</b>	<b>Staff responsible</b>	<b>Resources-Time/CPD</b>	<b>Resources-Financial</b>
3.1 To ensure that assemblies are well planned out throughout the year so that focus is on different types of SEND so that children have a good understanding of SEND and know that disability is a protected characteristic	Spring 26 ongoing	SENDCO	Assembly time	Picture News
3.2 Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of disability	Summer 26 ongoing	SENDCo	SENDCO time	Budget to purchase new resources
3.4 To ensure that staff receive regular training and support from outside	Ongoing to meet differing needs	Family Sendco and SENDCo and	Staff meeting time	Release of staff if training during school day



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agencies to be able to support the children they work with effectively		Members of health team		
3.5 To ensure that the provision/resources in the Caterpillar room remains accessible for the children it serves	Review Summer 26	SENDCO and HT	SENDCO time	Budget to resource the provision effectively