

## CONTEXT

LEAD: Alice Woodhouse

Beatrice Tate School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. The Equality Action Plan aims to ensure that the values and guidance from the Equality Policy are properly implemented in line with the Equality Act 2010: to provide equality, fairness and respect for all members of our community and to oppose and avoid all forms of unlawful discrimination. We ensure that everyone in our school community understands and follows the Equality Policy.

## INTENT – What do you want to achieve?

### LONG-TERM PLAN (2-3 year timescale):

*3 or 4 long-term outcomes (Focus on learning, not improving resources)*

- A curriculum that includes and celebrates a diverse range of identities, cultures and experiences.
- A staff team that is confident, knowledgeable and reflective about equality, discrimination and bias.
- A safe and trusted system for raising and addressing equality-related concerns.
- A whole-school culture of equality, supported and shaped by the MHWB and Equalities Steering Group.

### PRIORITIES (1 year timescale):

*2 or 3 short-term goals based on your school improvement plan and subject audit*

- To ensure the curriculum includes a wide range of voices, identities and experiences across all school phases.
- To implement a regular cycle of equalities training for all staff.
- To create a formal and trusted mechanism for raising equality-related concerns.

**PRIORITY 1: TO ENSURE THE CURRICULUM INCLUDES A WIDE RANGE OF VOICES, IDENTITIES AND EXPERIENCES ACROSS ALL SCHOOL PHASES**

| IMPLEMENTATION – How will it be achieved?  |  |   |                             |                                       |            | IMPACT – What difference will it make and has it made?   |                   |     |
|--|--|---|-----------------------------|---------------------------------------|------------|--|-------------------|-----|
| Targets  | Actions to be taken  | By whom   | By when                     | Resources needed                      | Cost       | Success criteria   | Monitoring        | RAG |
| <b>1a. Complete a curriculum audit to identify gaps in representation of culture, identity and lived experience.</b> | <ul style="list-style-type: none"> <li>- Review curriculum maps with subject leads</li> <li>- Consult staff and broader school community</li> <li>- Use steering group to identify gaps</li> </ul> | <i>SIC: MHWB &amp; Equalities</i><br><br><i>Subject Leads</i> | July 2025                   | Staff meeting time<br>Curriculum maps | <i>TBC</i> | Gaps clearly identified in each key stage<br>Termly curriculum reviews<br>Steering group feedback      | HT, Link Governor |     |
| <b>1b. Update curriculum maps to reflect a wider range of cultures, identities and lived experiences.</b>            | <ul style="list-style-type: none"> <li>- Amend curriculum maps using agreed resources</li> <li>- Finalise KS-specific themes (e.g. LS: 'Me', MS: 'My Surroundings', US: 'Our World')</li> </ul>    | <i>SIC: MHWB &amp; Equalities</i><br><br><i>Subject Leads</i> | September 2025              | Planning time<br>Resource list        | <i>N/A</i> | Updated and agreed maps ready for implementation<br><br>Curriculum leader checks<br>Planning scrutiny  | HT, Link Governor |     |
| <b>1c. Ensure staff are equipped to deliver the updated curriculum confidently and appropriately.</b>                | <ul style="list-style-type: none"> <li>- Include curriculum in staff CPD</li> <li>- Share practical examples at meetings</li> </ul>  | <i>SIC: MHWB &amp; Equalities</i><br><br><i>CILs</i>          | Ongoing from September 2025 | CPD time<br>Subject leader input      | <i>N/A</i> | Staff confidence increased<br>Curriculum delivered as intended<br><br>Learning walks<br>Staff feedback | HT, Link Governor |     |

PRIORITY 2: TO IMPLEMENT A REGULAR CYCLE OF EQUALITIES TRAINING FOR ALL STAFF

| IMPLEMENTATION – How will it be achieved?  |   |                                   |                      |                              |            | IMPACT – What difference will it make and has it made?  |                   |     |
|--|---|-----------------------------------|----------------------|------------------------------|------------|---|-------------------|-----|
| Targets  | Actions to be taken   | By whom                           | By when              | Resources needed             | Cost       | Success criteria  | Monitoring        | RAG |
| <b>2a. Assign Educare equalities training to all staff and provide clear deadlines.</b>                    | - Allocate course via Educare<br>- Share expectations and timeline                        | <i>SIC: MHWB &amp; Equalities</i> | October 2025         | Educare access<br>Comms time | <i>N/A</i> | All staff enrolled<br>Educare platform reports  | HT, Link Governor |     |
| <b>2b. Ensure all staff complete training and feel confident to raise concerns or reflect on practice.</b> | - Monitor progress<br>- Support staff where needed  | <i>SIC: MHWB &amp; Equalities</i> | June 2026            | Line manager time            | <i>N/A</i> | 100% completion<br>Improved confidence<br><br>Completion logs<br>Staff feedback               | HT, Link Governor |     |
| <b>2c. Hold two INSET sessions to reflect on equalities training and lived experience.</b>                 | - Plan and deliver INSET focused on real-life examples<br>- Encourage reflective practice | <i>SIC: MHWB &amp; Equalities</i> | Dec 2025 & June 2026 | INSET time<br>Facilitators   | <i>N/A</i> | Staff participation<br>Positive feedback<br><br>Evaluation forms<br>Steering group discussion | HT, Link Governor |     |

PRIORITY 3: TO CREATE A FORMAL AND TRUSTED MECHANISM FOR RAISING EQUALITY-RELATED CONCERNS

| IMPLEMENTATION – How will it be achieved?  |   |                                   |                      |  |            | IMPACT – What difference will it make and has it made?   |                   |     |
|--|---|-----------------------------------|----------------------|--|------------|--|-------------------|-----|
| Targets  | Actions to be taken   | By whom                           | By when              | Resources needed   | Cost       | Success criteria   | Monitoring        | RAG |
| <b>3a. Select and implement a reporting system for equality-related concerns (e.g. bullying, bias, menopause).</b>     | <ul style="list-style-type: none"> <li>- Research suitable systems</li> <li>- Select and adapt for school context</li> </ul>                  | <i>SIC: MHWB &amp; Equalities</i> | November 2025        | <ul style="list-style-type: none"> <li>Planning time</li> <li>Steering group input</li> </ul>    | <i>TBC</i> | <ul style="list-style-type: none"> <li>System in place and accessible</li> <li>Usage reviewed by MHWB Steering Group</li> </ul>  | HT, Link Governor |     |
| <b>3b. Clearly communicate how the reporting system works and what happens when concerns are raised.</b>               | <ul style="list-style-type: none"> <li>- Update handbooks and posters</li> <li>- Inform staff, pupils and families via briefings</li> </ul>   | <i>SIC: MHWB &amp; Equalities</i> | December 2025        | <ul style="list-style-type: none"> <li>Comms materials</li> <li>Meeting/assembly time</li> </ul> | <i>N/A</i> | <ul style="list-style-type: none"> <li>Staff and pupils understand and trust system</li> <li>Feedback</li> <li>Informal check-ins</li> </ul>   | HT, Link Governor |     |
| <b>3c. Review reports termly to identify trends and address emerging needs (e.g. worship space, health, identity).</b> | <ul style="list-style-type: none"> <li>- Analyse trends in concerns</li> <li>- Use data to target training and practical responses</li> </ul> | <i>SIC: MHWB &amp; Equalities</i> | Termly from Jan 2026 | <ul style="list-style-type: none"> <li>Steering group time</li> <li>Meeting time</li> </ul>      | <i>TBC</i> | <ul style="list-style-type: none"> <li>Needs identified and acted on (e.g. training, spaces, resources)</li> <li>MHWB minutes</li> <li>Training records</li> <li>Action plans</li> </ul> | HT, Link Governor |     |