

Longcot and Fernham CE Primary School : Equality Objectives and Action Plan March 2025 – March 2027

Appendix 2 to Equalities and Diversity Policy

Objectives	Actions <i>What separate things will you need to do to achieve your objectives?</i>	Staff member <i>Who will do this?</i>	Date <i>to be achieved by</i>	Success criteria <i>How will you know when it has been achieved – what will success look like?</i>
<p>Work together to contribute to the <b>elimination of discrimination</b> within and outside of our setting.</p>	<p>Fully embed use of Jigsaw PSHE as a spiral programme to help children internalise the significance of celebrating difference</p>	<p>SR</p>	<p>March 2026</p>	<p>Jigsaw is taught well in all classes with attention to our school plans for delivery.</p> <p>Pupil voice demonstrates impact of this teaching and pupils growing understanding of their personal development.</p>
	<p>Register with and develop work using No Outsiders in Our School to further enhance the PSHE curriculum.</p>	<p>SR</p>	<p>March 2026</p>	<p>Children, families and visitors to our school are aware of our ‘No Outsiders’ approach</p> <p>The PSHE curriculum is further strengthened by No Outsiders lessons and Collective Worship content</p>
	<p>Embed other curriculum changes which are designed to address and balance a context where fewer children and families bring first hand experiences of different faiths, ethnicities, languages or racial identities (CUSP, reading spines).</p>	<p>CMH &amp; SR</p>	<p>March 2027</p>	<p>CUSP Curriculum is embedded ensuring that content and references are diverse and inclusive.</p> <p>Our reading spine is fully defined within cycles, including EYFS CUSP book spine to ensure diverse exposure and themes.</p>

	Exploit opportunities to provide role models of those with protected characteristics and those who have acted as champions and advocates to break down discrimination (mathematician/ author of the term, famous people, visitors where possible)	All staff	March 2027	<p>Improved range of books in the library and class book areas to ensure more diverse representation.</p> <p>Children are aware of and inspired by a range of people both current and historical who provide diverse role models</p> <p>Focus curriculum enrichment days planned across the year</p> <p>Staff to be mindful of and plan activities which recognise the faiths of children in their classes.</p>
	Ensure children experience exposure to and develop understanding of faiths other than Christianity.	CK and all staff	March 2026	<p>Full and inclusive RE Scheme of work</p> <p>Children are able to speak confidently and with understanding about different faiths and beliefs.</p> <p>Visits from people of other faiths and backgrounds to be arranged (trips/ virtual tours where possible)</p>
	Improve recording and tracking of any prejudice related incidents to ensure a targeted approach for individuals, groups or school intervention.	All staff	Immediate	<p>Prejudice related incidents have bespoke recording in CPOMS</p> <p>These are scaled according to severity to allow an appropriate response at individual or group level</p>

<p>Work together to foster <b>respectful relationships</b> both in and outside our school.</p>	<p>Ensure children securely understand Respect as one of our three core school values</p>	<p>All staff</p>	<p>March 2026</p>	<p>Respect is recognised as a core school and Christian value, one of the DfE's British Values and as deeply connected to each value in our values cycle.</p> <p>The positive relationships policy has supported children to connect behaviours to values.</p>
	<p>Fully embed Jigsaw PSHE work through Healthy Me and Relationships to support children to internalise what respectful relationship entail.</p>	<p>SR</p>	<p>March 2026</p>	<p>Jigsaw is taught well in all classes with attention to our school plans for delivery.</p> <p>Pupil voice demonstrates impact of this teaching and pupils growing understanding of their personal development.</p>
	<p>Fully embed our Positive Relationships Policy to secure a more positive and inclusive approach to learning about behaviour and how this affects others</p>	<p>SR and SLT</p>	<p>March 2026</p>	<p>All staff and pupils understand our positive relationships approach and model respectful behaviour consistently.</p> <p>Inset time given to refreshing and securing staff knowledge of policy.</p>
	<p>Ensure a strong anti-bullying message is consistently maintained year-round.</p>	<p>All staff and pupil</p>	<p>March 2026</p>	<p>There is a clear and regularly updated anti-bullying policy and a child friendly anti-bullying commitment</p> <p>Children are respectful, bullying is rare and quickly addressed.</p> <p>Children speak up and act against bullying</p>

	Embed inclusive mentally healthy approaches; use of zones of regulation, restorative practice and mental health champions.	SR	March 2027	Children and adults understand and use the Zones of Regulation and use these to support their emotional literacy and self-regulation.  Children and adults use restorative approaches to ensure understanding of different perspectives, resolve and respect difference and learn to disagree well.
Work together to <b>advance equality of opportunity</b> within and outside our school.	Build on staff and pupil learning about Protected Characteristics and the significance of our equalities and diversity work	SR, CMH	March 2027	Staff and children are aware of the protected characteristics and their rights and responsibilities in relation to these.
	Build on our existing work with Service Pupils to ensure any barriers or challenges for pupils from Military families are addressed.  Ensure Service children and their families are provided with opportunities across the year to celebrate this community and its landmark events.	CK	March 2026	Service Pupils are supported to overcome the additional challenges they may experience  Our service community is celebrated and recognised in our school with an awareness of what makes this community special.
	Weave specific learning from No Outsiders in Our School planning and subscription into PSHE progressions and into Collective Worship.	SR	March 2027	Children, families and visitors to our school are aware of our 'No Outsiders' approach  The PSHE curriculum is further strengthened by No Outsiders lessons and Collective Worship content

	Ensure greater involvement of underrepresented groups in extracurricular activities.	Tracking SH, CB, SR	Ongoing	Children from underrepresented groups (Pupil Premium and SEND in particular) are included in and take up extra-curricular opportunities.
	Ensure families have equal access to and understanding of school communications by offering translation/ hard copies/ 1:1 or small group explanations/ information.	SLT & Admin team	Ongoing	All families feel that they have access to school communications and information, allowing all families and children full participation in school life.
	Ensure equal involvement of and representation of girls and boys, including tracking outcomes and access to experiences and facilities.	SR, CMH	March 2026	Boys and girls are equally empowered to be themselves and strive for equal opportunities, making the most of their lives and talents.
	Ensure improved inclusivity, understanding and access to learning for pupils with SEND	CB & SR	March 2026	Inclusive approaches to SEND pupils are embedded e.g. use of co-regulation plans Offer of Swift Project for families of children with ASC diagnosis.  The curriculum is highly inclusive and takes into account cognitive load theory in its design and delivery.
	Develop courageous advocacy and commitment to social justice for pupils through PSHE, RE, Collective Worship and involvement in or celebration of national and international events.	CK, SR, CMH	March 2027	Pupils develop a sense of social justice and become advocates for one another and for changes in society.  Pupils are actively involved in understanding and marking national/ international events and recognising their significance within and beyond their own locality.

Last updated March 2025

By SR, CMH and CB (Senior Leadership Team)