Equality Action Plan Objective 'AWARENESS'	**Success Criteria**	**Governor Involvement**	**Monitoring & Evaluation Methods**	**Reporting Progress**
To develop a shared understanding and consistent use of language around the protected characteristics across the school community, ensuring that staff and children have the knowledge, vocabulary and confidence to recognise, discuss and celebrate diversity, equality and difference respectfully.  	Staff develop a secure understanding of the protected characteristics and use consistent, age-appropriate language when discussing equality and diversity. Staff ensure protected characteristics are meaningfully and progressively woven through the curriculum, books, resources and wider school experiences. Staff are confident in recognising and challenging stereotypes, unkindness and discriminatory language in an way that supports understanding. The curriculum, planning, resources, work produced, discussions and pupil voice show a unified language and respectful attitudes celebrating similarities and differences.	Governors receive regular updates on the school's equality work and are involved in reviewing curriculum development, staff training and pupil voice. Governors use monitoring activities, discussions with staff and pupils, and school evidence to evaluate the impact of the school's equality work.	"How do we know that our work around equality and protected characteristics is changing what staff know, what children understand and how inclusion is experienced across our school?" Staff knowledge and CPD Curriculum scrutiny and adaptation Pupil Voice Parent Voice Staff voice	**Termly update to governors on** progress against the equality objective, including key actions, monitoring findings and emerging priorities. **Annual equality report** to governors summarising staff knowledge, curriculum development, pupil voice, behaviour data and impact. **Governor monitoring records** to capture

	Children know that learning about protected characteristics is essentially learning about each other- learning about every human being. Children can articulate why it is important to learn about each other. Children to develop age-appropriate knowledge and vocabulary to talk positively about similarities, differences, fairness, identity and belonging. Children know and demonstrate that everyone is welcome in our school. Children are growing in their knowledge of equity, equality, kindness and fairness.				questions, findings and agreed actions following visits or discussions with staff and pupils. **Staff feedback** shared with SLT to identify further training or curriculum development needs. **Pupil voice** findings reported Equality objectives and progress reviewed annually and beyond
Actions	**Timelines**	**Staff responsible**	**Resources – Time/CPD**		**Resources - Financial**
Ensure that the curriculum promotes role models that young people can positively identify with which reflects the	Revisit in staff meeting 16/10/26	HT	May need to adapt long term frameworks accordingly		£300

school's diversity in terms of race, gender and disability.				
Provide assemblies for children on protected characteristics including hidden disabilities	Each term ongoing	SENDCo/Head Teacher	Assembly time, books	NA
Ensure teachers place reference of PC on planning documents to weave the language into the curriculum				
Continue to keep stock of books that provide positive images of people with disability	Autumn Term	Head Teacher	Books in the foyer	£50
Newsletter for parents sharing our language and teaching on PC and BVs	Autumn term	HT	On website	Time
Develop a section on the school website regarding 'belonging' and DEIB with children's audio as well as information of the why and the how	Spring term	SENDCo	Website page	Time
Pupil voice on PC	Spring Term	SENDCo		

Equality Action Plan Objective **ENVIRONMENT**	**Success Criteria**	**Governor Involvement**	**Monitoring & Evaluation Methods**	**Reporting Progress**

To ensure that the school environment, curriculum materials and communications consistently reflect and celebrate diversity and the protected characteristics, so that all children and families see themselves represented and develop an understanding and respect for others.  	Children, staff and families increasingly see diversity reflected positively across the school's physical and digital environment, curriculum evidence and learning resources, with monitoring demonstrating greater consistency in representation and use of inclusive language.		Nominated link governor- equality & inclusion Focused governor visits T&L Governor has oversight of curriculum	Termly website audit using an inclusion checklist. Gather feedback from parents, staff and governors- increased stakeholder confidence that the website reflects the whole school community. Scrutinies of learning journeys and floor books by leaders. Review curriculum maps to ensure diverse representation is embedded across subjects	Annual reports to governors
Actions	**Timelines**	**Staff responsible**	**Resources-Time/CPD**		**Resources-Financial**
Reviewing the school website to ensure inclusive representation, language and imagery.	Initial review in Autumn Term. Updates	Headteacher, SENDCo/Inclusion Lead, Website Lead,	Leadership release time for audit (2–3 hours per term). Staff guidance on inclusive language and representation.		

	completed by Spring Term. Termly audit thereafter.	Equality Governor.		
Ensuring learning journeys and floor books reflect diverse people, families, cultures, identities and experiences across the curriculum.	Half-termly monitoring and review.	EYFS Lead, Class Teachers, Subject Leaders, Senior Leadership Team.	Staff meeting time to share best practice. Half-termly scrutiny of floor books and learning journeys. CPD on inclusive curriculum design.	Purchase of photographs, artefacts and texts to support representation (£200–£300 annually).
Auditing classroom and whole-school resources, including books, displays, photographs, images and teaching materials, to ensure representation is broad, positive and age-appropriate.	Full audit in Autumn Term. Annual review and termly checks.	SENDCo/Inclusion Lead, English Lead, Subject Leaders, Class Teachers.	One day leadership release time for audit. Learning walks and resource reviews.	Budget for replacement and enhancement of books and resources (£500).
Developing a consistent approach to representation across the curriculum, avoiding stereotypes and ensuring children encounter a range of perspectives and experiences.	Curriculum review across the academic year. Evaluated termly.	Headteacher, Curriculum Lead, Subject Leaders.	CPD on inclusive practice, protected characteristics and anti-bias approaches. Curriculum development time.	CPD allocation (£500–£1,500). Curriculum resources and planning materials (£300–£500).

Using pupil voice to understand whether children feel represented, included and able to recognise and respect differences.	Pupil voice activities termly. Annual whole-school evaluation	Inclusion Lead, PSHE Lead, School Council Lead, Senior Leaders.	Time for pupil interviews, surveys and analysis of findings. Training on gathering pupil voice in EYFS and Key Stage	Survey materials and pupil consultation resources
Capture the excellent work we do in the curriculum and through assemblies in floor books, wall displays, minutes of meetings				
Ensure books in our classrooms are representative of all our children including neurodiverse children and children from mixed race heritage for example				

Equality Action Plan Objective **'BELONGING'**	**Success Criteria**	**Governor Involvement**	**Monitoring & Evaluation Methods**	**Reporting Progress**

To further promote equality of opportunity, Pinewood Infant School and Foundation Unit will embed inclusive admissions, transition and induction practices that recognise and celebrate the diverse backgrounds, cultures, needs and experiences of new children and families, ensuring every child develops a strong sense of belonging from the start of their school journey.  	By July 2029, Pinewood Infant School and Foundation Unit will enhance diversity, equality, inclusion and belonging by ensuring that at least 90% of newly admitted families report that they feel welcomed, represented and included within the school community through admissions, transition and induction processes. New children settle quickly and confidently into school life. Families report feeling welcomed, valued and included. Admissions and transition processes actively reflect diversity and equality. Families can access key school information in a language or format they understand.		Governors receive evidence of improved outcomes relating to equality, diversity, inclusion and belonging.	Children can see themselves, their families and their experiences represented within the learning environment. Pupil voice demonstrates a strong sense of belonging. Staff demonstrate confidence in inclusive admissions and transition practices.	Track: • Home visit attendance • Stay-and-play sessions • Parent meetings • Induction events
Actions	**Timelines**	**Staff responsible**	**Resources – Time/CPD**		**Resources - Financial**

Review and enhance admissions and induction materials to ensure they reflect the diversity of the school community and use inclusive language and imagery.	Autumn Term 2026 and reviewed annually.	Headteacher, School Office Manager, SENDCo/Inclusion Lead.	Leadership and administrative time to review documents. Training on inclusive communication and equality duties.	Printing and design costs (£100-£200).
Develop an inclusive transition programme that gathers information about children's cultures, languages, family backgrounds, strengths and interests before admission.	Summer Term prior to admission and ongoing annually.	EYFS Lead, SENDCo, Reception Team.	Transition meetings with families. Staff release time for home visits and transition activities.	Minimal additional cost. Covered through staffing budget.
Create opportunities for children and families to share their cultural traditions, languages, experiences and identities within the school community.	Throughout each academic year.	EYFS Lead, Class Teachers, Family Support Staff.	Staff time for planning events and curriculum links. CPD on cultural awareness and inclusion.	
Ensure classroom environments, learning journeys, floor books, displays and curriculum resources reflect diverse families, cultures, abilities and experiences from the point of admission.	Initial audit Autumn Term 2026. Ongoing monitoring termly.	Inclusion Lead, Subject Leaders, Class Teachers.	Learning walks, book scrutinies and resource audits. Staff meeting time.	Books and resource purchases (£500) annually.
Gather parent and pupil voice regarding transition, inclusion and belonging to inform future improvements.	Termly and annually reported to Governors.	Headteacher, SENDCo, PSHE Lead, Governors.	Time for surveys, interviews and analysis.	

Further develop multilingual communication.	Throughout each academic year.	EYFS Lead, Class Teachers, Family Support Staff.	Time for surveys, interviews and analysis.	