



Objective 1: To ensure every child experiences "Windows, Mirrors and Sliding Doors" through our curriculum, environment and school culture.

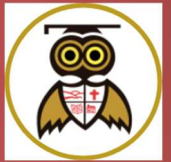
Rationale Objective 1:	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
As a rural primary school, children may have fewer opportunities to encounter diverse lived experiences in their immediate community. We want all children to see themselves represented (mirrors), learn about others (windows), and be inspired by future possibilities (sliding doors). Protected characteristics covered: All protected characteristics	All curriculum areas demonstrate diverse and authentic representation. Children can identify examples of mirrors, windows and sliding doors in their learning. Book stock, displays and learning resources reflect diversity. Pupil voice demonstrates that children feel represented and valued.	Nominated link governor-equality & inclusion Focused governor visits Finance Committee (oversight of training & resource budget)	Curriculum audits considering whether we are reflecting Windows, Mirrors and Sliding Doors Annual review of classroom libraries and texts. Diversity Champions support resource and display audits. Curriculum leaders identify diverse role models within each subject.	School SEF School Development Plan Head Teacher Report to Governors Link Governor Visits



Objective 2: To develop a school culture where every voice, story and identity is heard, valued and respected.				
Equality Action Plan Rationale for Objective 2	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Through our Paul Hamlyn-funded work on language, vocabulary and anti-racism, we want all children to feel confident in sharing their own experiences while developing the language to discuss difference, identity, fairness and belonging respectfully. Protected Characteristics covered: Age, Disability, Race, Religion, sex, sexual orientation	Children confidently use inclusive and respectful language. Children can discuss identity, belonging and difference appropriately for their age. Staff demonstrate confidence in facilitating sensitive conversations. Incidents of discriminatory language are challenged consistently.	Nominated link governor-equality & inclusion Focused governor visits	Continue anti-racism project across all year groups. Work with PHTDF Anti-Racist practitioner Develop oracy opportunities for children to share their stories and experiences. Create a "Voices Together" programme of assemblies, books and classroom discussions. Staff CPD focused on inclusive language and courageous conversations. Regular pupil voice activities around belonging and inclusion.	School SEF School Development Plan Head Teacher Report to Governors Link Governor Visits



Objective 3: To strengthen pupil leadership so children actively champion equality, diversity, inclusion and belonging across the whole school community.				
Equality Action Plan Rationale for Objective 2	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Diversity Champions already exist within school; the next stage is increasing their influence and ensuring they contribute meaningfully to school improvement. Protected Characteristics covered: All protected Characteristics	Diversity Champions lead initiatives across the school year. Champions contribute to school decision-making. Children understand the role and impact of the Diversity Champions. Champions influence curriculum, assemblies and school events.	Nominated link governor- equality & inclusion Focused governor visits	Diversity Champions present termly to headteacher and governor. Lead assemblies and awareness campaigns. Participate in learning walks and resource audits. Gather pupil voice and feedback. Work alongside School Council and Wellbeing Ambassadors.	School SEF School Development Plan Head Teacher Report to Governors Link Governor Visits



			Develop a child-friendly equality report each year.	
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Objective 4 : To ensure all children can participate fully in school life by identifying and removing barriers to engagement, achievement and opportunity.				
Equality Action Plan Rationale for Objective 4	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
We want every child, regardless of background, need or protected characteristic, to access the same rich opportunities and experiences. Protected Characteristics covered: sex, sexual orientation, race, religion, disability	Participation in clubs, trips, performances and leadership roles reflects the diversity of the school. Identified barriers are reduced. Children report feeling that they belong and can contribute. Vulnerable groups are represented in enrichment opportunities.	Nominated link governor- equality & inclusion Focused governor visits	Monitor participation of SEND, disadvantaged and minority groups. Remove financial and practical barriers where possible. Ensure leadership opportunities are accessible to all. Continue cultural and arts-rich opportunities	School SEF School Development Plan Head Teacher Report to Governors Link Governor Visits



			through Notts Inspire, Voices Together and cultural partnerships. Develop parent engagement opportunities celebrating different experiences and cultures	
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