

Equality Action Plan Rationale for Objective 1: St Luke's has established a strong foundation for developing pupils' understanding of tolerance, diversity and respect. The previous Equality Action Plan focused on raising awareness of protected characteristics and ensuring that staff and pupils understood the importance of diversity and respect. The next stage is to ensure that this understanding is consistently reflected within the curriculum itself. We will continue to develop curriculum content, texts, resources and learning opportunities so that pupils encounter a wide range of cultures, identities, experiences and perspectives. This objective will also build upon the school's established work around Picture News, Diversity Champions, protected characteristics and curriculum representation. Protected characteristics covered: Race, Religion or belief, sex, disability, sexual orientation.	Success Criteria - Curriculum planning demonstrates meaningful opportunities to explore diversity and equality across subjects. - Curriculum texts and resources provide positive and varied representation. - Pupils can identify examples of diversity and representation within their learning. - Pupils can explain why it is important that people from different backgrounds and with different characteristics are represented. - Pupil voice demonstrates that children feel represented within the curriculum. - Staff are confident in identifying opportunities to promote equality and diversity through their subject areas.	Governor Involvement Nominated link governor- equality & inclusion. Governor visits to include consideration of representation and inclusion where appropriate.	Monitoring & Evaluation Methods Curriculum and subject leader monitoring. Learning walks. Book scrutinies. Review of key texts and curriculum resources. Pupil voice. Staff voice. Review of Diversity Champions activities. Annual review of Equality Action Plan.	Reporting Progress School SEF. School Improvement Plan. Headteacher Report to Governors. Equality and Inclusion Governor monitoring. Curriculum monitoring reports.
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Objective 1: To ensure that all pupils experience an inclusive, representative and ambitious curriculum which reflects and celebrates the diversity of modern society.

Actions	Timelines	Staff responsible	Resources-Time/CPD	Impact of actions	Resources-Financial
1.1 Audit curriculum content, texts and resources for representation and diversity.	Autumn 2026	SP PP LT			New texts purchased if required.
1.2 Ensure protected characteristics and diversity are meaningfully incorporated into curriculum planning.	2026-2027 ongoing	SP PP			
1.3 Develop the use of diverse and representative texts across reading and the wider curriculum.	2026-2027 ongoing	SP PP LT Subject leads			
1.4 Continue Diversity Champions and pupil-led equality work.	2026-2027 ongoing	SP			Diversity champion badges
1.5 Use pupil voice to evaluate whether children feel represented in their learning.	Summer 2027	SP			
Future Developments Continue to explore further opportunities for more family/community involvement.					

Equality Action Plan Rationale for Objective 2 Our previous Equality Action Plan established opportunities for pupils to discuss tolerance, diversity and respect and encouraged wider discussion of British Values and protected characteristics.	Success Criteria - Pupils can confidently discuss different cultures, identities, beliefs and perspectives.	Governor Involvement Governors monitor the impact of equality and belonging initiatives.	Monitoring & Evaluation Methods Pupil voice questionnaires. School Council discussions. Diversity Champions feedback. Learning walks.	Reporting Progress Reports to governors Headteacher report
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Our developing approach to oracy provides an opportunity to take this further. The 2026–27 SIP identifies the need for pupils to develop purposeful talk, articulate and justify their thinking, and engage confidently in discussion. The equality focus will therefore move beyond simply knowing about diversity towards pupils being able to talk about difference respectfully, listen to different perspectives, challenge stereotypes and feel confident expressing their own views. Protected characteristics covered: All		- Pupils demonstrate respect when discussing views that differ from their own. - Pupils understand that people may have different experiences and perspectives. - Pupils can identify and challenge stereotypes and discriminatory language. - Pupils know how and where to seek support if they experience or witness discrimination. - Pupil voice demonstrates a strong sense of belonging and inclusion. - Pupils feel that their opinions are listened to and valued.	Governors engage with pupils during monitoring visits where appropriate.	PSHE/RSHE monitoring. Review of behaviour and bullying records. Staff voice. Parent/carers feedback.	
Objective 2 To strengthen every pupil's sense of belonging and develop their confidence to understand, discuss and respect different identities, cultures, beliefs and perspectives.					
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Impact of actions	Resources - Financial
2.1 Develop structured opportunities for pupils to discuss identity, diversity and different perspectives.	2026-2027 ongoing	SP PP LT			
2.2 Use oracy strategies to develop respectful discussion and disagreement.	2026-2027 ongoing	SP PP	Oracy training with Annie Kershaw		
2.3 Continue and develop Diversity Champions as a pupil voice group.	2026-2027 ongoing	SP			
2.4 Review anti-bullying and behaviour approaches to ensure discriminatory language and prejudice are consistently challenged.	Annually	SP			
2.5 Conduct regular belonging and inclusion pupil voice surveys.	Annually	SP			
Future Developments Review participation in trips, clubs, leadership and enrichment. Develop pupils' ability to discuss difference and perspectives respectfully through the oracy curriculum. Expand pupil-led opportunities to promote inclusion and belonging.					

Equality Action Plan Rationale for Objective 3: Our previous Equality Action Plan established the expectation that equality should be understood across the whole school community, including teaching and non-teaching staff, governors, pupils and parents/carers. The longer-term aim is for equality, diversity and inclusion to become fully embedded within the	Success Criteria - Equality, diversity and inclusion are consistently reflected in school policies, curriculum, teaching and wider school practice. - Staff demonstrate confidence in recognising and challenging discrimination, stereotyping and unconscious bias. - Pupils understand equality and know how to challenge inappropriate behaviour safely.	Governor Involvement Governors receive regular inclusion reports. Equality is considered within school improvement and self-evaluation. Governor visits include opportunities to triangulate equality evidence through conversations, observations and documentation.	Monitoring & Evaluation Methods Annual Equality Action Plan review. Pupil, parent, staff and governor voice. Behaviour and bullying data. Participation data. Curriculum monitoring. School SEF. Governor monitoring. Review of equality-related policies and procedures. Case studies demonstrating impact.	Reporting Progress
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school's culture and systems rather than being dependent upon individual initiatives or focus activities. By 2030, equality should be visible through curriculum, teaching, relationships, leadership, governance, pupil voice, family engagement and wider school life. The school will use evidence from different stakeholder groups to evaluate the impact of its equality work and identify future priorities. Protected characteristics covered: All		- Parents/carers understand the school's commitment to equality and inclusion. - Governors provide effective strategic oversight of equality. - Equality monitoring is embedded within the school's wider self-evaluation and improvement processes. - Pupil, staff, parent and governor voice demonstrates a strong culture of inclusion.			
	Objective 3: To embed a whole-school culture of equality, diversity and inclusion in which staff, pupils, families and governors actively recognise, challenge and address inequality and discrimination.				
Actions	Timelines	Staff responsible	Resources-Time/CPD	Impact of actions	Resources-Financial
3.1 Provide regular staff development relating to equality, diversity, inclusion and challenging discrimination.	Ongoing	SP PP			
3.2 Develop case studies demonstrating how barriers have been identified and removed for individual groups or pupils.	2027-2028	SP, PP, LT, MB			
3.3 Ensure equality is considered within school policies and improvement planning.	Ongoing	SP PP			
Future Developments Strengthen governor oversight of equality and inclusion. Use annual evaluation to inform the next cycle of Equality Objectives.					