



Beechcroft Infants School Equality Plan

May 2026

BEEHCROFT INFANTS SCHOOL

Equality Plan

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1. Mission statement

"Growing hearts, Shaping minds, Inspiring futures "

At Beechcroft Infants School we work in partnership with parents and carers so that all children can reach their potential. We aim to create a nurturing and happy atmosphere in which children feel welcomed and safe, and where pupils and staff can work purposefully and effectively.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers—irrespective of race, sex, disability, religion or belief, sexual orientation, gender reassignment, or socio-economic background. We champion inclusion and celebrate diversity so that everyone connected to the school feels proud of their identity and can participate fully in school life.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

School provision – examples of reasonable adjustments

- An inclusive, positive ethos and high-quality first teaching that respond to assessed need.
- Close work with external agencies to ensure the curriculum and wider opportunities are accessible to all children.
- Behaviour and relationships policies that include reasonable adjustments for pupils with additional needs.

- Rigorous tracking of attainment and progress with timely interventions to secure good progress for all groups.

Teaching and learning

- We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:
- Use contextual data to target support for individuals and groups.
- Monitor achievement by sex, race/ethnicity, disability and disadvantage; address any gaps.
- Ensure equality of access to the curriculum and prepare pupils for life in a diverse society.
- Use materials that reflect the diversity of our school and local community without stereotyping.
- Promote attitudes and values that challenge prejudice and discrimination.
- Provide opportunities for pupils to appreciate their own culture and celebrate others.’ cultures.
- Involve parents and carers as partners in learning.
- Create safe spaces for classroom discussion of equality issues and social stereotypes.

Admissions and exclusions

Our admissions arrangements are fair and transparent. Suspensions and exclusions are applied in line with policy, monitored for disproportionality, and reviewed to reduce any adverse impact on protected groups.

3. Equal opportunities for staff

- Appointments and promotions are based on merit and ability within the law.
- We monitor recruitment, retention, and staff wellbeing, including bullying/harassment concerns.
- We provide professional development to support equitable access to progression.
- We take active steps to prevent harassment, including sexual harassment, and to support staff with caring, maternity and menopause-related needs.

4. Equality and the law

Public Sector Equality Duty

Under the Equality Act (2010), it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a ‘protected characteristic.’

Protected characteristics: age (employment), disability, gender reassignment, marriage and civil partnership (employment), pregnancy and maternity, race, religion or belief, sex, sexual orientation.

A person’s age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

Public Sector Equality Duty – general duty: eliminate discrimination; advance equality of opportunity; foster good relations.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

Reasonable Adjustments and Disability Duties

Under the Equality Act 2010, the school has a statutory duty to make reasonable adjustments for disabled pupils so that they are not placed at a substantial disadvantage compared with non-disabled peers. This includes anticipating need, adapting policies or practices, providing auxiliary aids where required, and ensuring accessibility in teaching, curriculum, communication and the physical environment. These duties apply even if making such adjustments requires more favourable treatment of disabled pupils.

5. Our Anti-Racism Commitment

Beechcroft Infants School is an actively anti-racist community. Racism—whether direct, indirect, systemic or interpersonal—harms children, staff and families. We will identify, prevent and respond to racism and racist bullying, and we will promote racial literacy across the curriculum.

Curriculum and culture

- Embed diverse, representative texts, images and histories across subjects and year groups.
- Teach pupils to recognise and challenge prejudice and stereotypes in age-appropriate ways (PSHE/SMSC/RE).
- Use assemblies and displays to celebrate a wide range of cultures, languages and contributions.

Reporting, recording and responding

- All prejudice-related incidents (including racist incidents and antisemitism) are taken seriously, recorded and analysed. Patterns are reviewed termly by SLT and reported to governors; actions are taken to reduce recurrence.
- Victims are supported and parents/carers are informed. Restorative, educational and proportionate sanctions are used with perpetrators; where behaviour may be criminal, we will liaise with the police and safeguarding partners.

Staff training and leadership

- Provide regular staff CPD on anti-racism, bystander intervention and handling sensitive conversations with pupils and parents.
- Ensure recruitment, retention and promotion practices are fair and proactively inclusive.

6. Trauma-Informed Approach

As a trauma-informed school, we recognise that adversity and trauma can impact behaviour, relationships, regulation and learning. We adopt whole-school practices that promote safety, connection and emotional regulation while maintaining high expectations for all.

Principles

- Safety – predictable routines and environments that help pupils feel secure.

- Trust and transparency – clear, consistent adult responses.

Choice and collaboration – give pupils voice and co-regulation opportunities.

- Empowerment – build skills for self-regulation and resilience (Zones of Regulation).
- Cultural humility and anti-bias practice – respond to individual identity and context.

Practice and procedures

- Use graduated responses and reasonable adjustments before sanctions; plan using individual regulation plans where needed.
- De-escalation first: relational strategies, calm spaces and co-regulation are prioritised.
- Where restrictive interventions are necessary to keep people safe, they are a last resort, proportionate, recorded and reported in line with statutory guidance. Parents are informed and post-incident reviews consider triggers, impact and any adjustments. The school follows the updated DfE guidance on restrictive interventions (in force from April 2026), ensuring that all significant incidents involving restraint, seclusion or the use of force are recorded on the same day where possible, reviewed by senior leaders and shared with parents in line with statutory reporting requirements.
- Mental Health Lead coordinates the whole-school approach and links with external services (Be U Swindon, EP).

7. Roles and responsibilities

Governing Body

- Ensure the school complies with equalities legislation and the PSED.
- Review annual equality information and progress towards objectives; hold leaders to account.

Headteacher and Senior Leadership Team

- Implement this plan and ensure staff are aware of their responsibilities.
- Consider equality implications in decision-making and policy development.
- Oversee recording and response to prejudice-related incidents.

All staff

- Model inclusive practice, challenge discrimination and report incidents.
- Use inclusive resources and teaching approaches; differentiate and make reasonable adjustments.

SENDCO and Senior Mental Health Lead

- Coordinate support for vulnerable pupils and monitor impact of interventions.
- Lead staff development on inclusive and trauma-informed strategies.

8. Tackling discrimination – definitions and responses

- Harassment: unwanted conduct related to a protected characteristic that violates dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.
- Victimisation: treating someone unfavourably because they have done a protected act (e.g., made an allegation of discrimination).

- All staff must challenge discriminatory language or behaviour and record serious incidents. Procedures for investigation, support and follow-up are outlined in the school's behaviour and safeguarding policies.

Reasonable Adjustments in Behaviour and Safeguarding Procedures

In applying the school's behaviour and safeguarding policies, staff must consider the duty to make reasonable adjustments for disabled pupils, including those with social, emotional or communication needs. Disproportionate sanctions must be avoided where a pupil's behaviour may be related to SEND or unmet needs. Staff must always consider whether adaptations, supports or alternative responses are appropriate before applying sanctions

9. Review of progress and impact

We assess pupils' learning regularly and monitor outcomes for different groups to ensure the best possible progress. We evaluate the impact of this plan each year and publish equality information annually. To comply with the Equality Act 2010 (Specific Duties) Regulations, the school publishes equality information annually by 31st May and updates one or more measurable equality objectives at least every four years. Annual information will include analysis of pupil outcomes for groups with protected characteristics and evidence of actions taken to advance equality and foster good relations.

10. Publishing the plan

- Publish on the school website and make hard copies available.
- Raise awareness through newsletters, assemblies and staff meetings.
- Publish annual equality information by 31st May and republish measurable objectives at least every four years.

11. Linked policies and documents

- Behaviour (including relationships and anti-bullying)
- Safeguarding and Child Protection (KCSIE)
- SEND Information Report and Accessibility Plan
- PSHE/RSE Policy
- Complaints Policy

12. Equality Objectives Action Plan (2026–2030)

Objective 1: Raise attainment for pupils with SEND and reduce disparities between SEND and non-SEND peers (2026–2030)

Activities

- Ensure high-quality first teaching consistently reflects assessed need.
- Deliver targeted interventions (e.g., phonics, fine motor skills).
- Use termly SEND reviews to evaluate IPP targets and adjust provision.

- Implement reasonable adjustments and provide auxiliary aids where needed
- Provide ongoing CPD on inclusive classroom strategies and adaptive teaching.

Responsibility

- SENDCO, all teaching staff, Senior Leadership Team

Timescale

- Ongoing (2026–2030), with termly monitoring

Monitoring & Evidence

- Termly progress data
- SEND review meetings
- Pupil voice
- Parent feedback
- Monitoring of IPP outcomes

Success Criteria

- The attainment gap between SEND and non-SEND pupils reduces by at least 10% by July 2030.
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Objective 2: Ensure equal progress and participation for boys and girls across the curriculum (2026–2030)

Activities

- Review curriculum themes to ensure engagement for all genders.
- Provide gender-balanced, stereotype-free resources.
- Promote gender equality through assemblies, PSHE and representation of diverse role models.
- Monitor participation in clubs and enrichment by gender, addressing gaps where they appear.

Responsibility

- Class teachers, Subject Leaders, SLT

Timescale

- Ongoing with annual audits

Monitoring & Evidence

- Class progress meetings
- Work scrutiny

- Uptake data from clubs and enrichment
- School council feedback
- Pupil voice

Success Criteria

- Gender-based gaps in progress or participation reduced to less than 5% by July 2030.
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Objective 3: Strengthen pupils' understanding of different cultures, faiths and communities (2026–2030)

Activities

- Celebrate a wide range of cultural and religious festivals through curriculum and assemblies.
- Build partnerships with local cultural and faith communities.
- Invite speakers/visitors representing diverse backgrounds.
- Embed SMSC, PSHE and RE teaching that promotes respect, inclusion and anti-prejudice attitudes.
- Monitor discriminatory incidents and act to reduce them.

Responsibility

- RE Lead, PSHE Lead, All Staff, SLT

Timescale

- Ongoing with annual curriculum review

Monitoring & Evidence

- Pupil interviews
- RE/PSHE monitoring
- Celebration assemblies
- Incident logs (racism and prejudice-related incidents)

Success Criteria

- By 2030, all pupils can confidently describe at least three different cultures, religions or worldviews learned in school.
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Objective 4: Improve parental engagement for families with English as an Additional Language (EAL) (2026–2030)

Activities

- Identify language needs at admission and log preferred communication methods.
- Translate correspondence where possible.
- Work directly with parents to ensure understanding of school systems, curriculum and support.

Responsibility

- Office Staff, Class Teachers, SLT

Timescale

- Ongoing as families join

Monitoring & Evidence

- Parent meeting attendance
- EAL parent feedback
- Communication logs
- Participation in school events

Success Criteria

- 100% of newly enrolled EAL families receive translated communication.
- A 15% increase in EAL parent participation in school events by July 2030.

Objective 5: Embed equality, diversity and inclusion (EDI) across the curriculum and wider school experience (2026–2030)

Activities

- Conduct an annual curriculum audit using an EDI lens.
- Ensure books, displays and resources reflect diverse identities and challenge stereotypes.
- Deliver a structured PSHE programme (e.g., Jigsaw) that addresses identity, fairness, respect and inclusion.

Responsibility

- SLT, PSHE Lead, Curriculum Leaders

Timescale

- Annual reviews, with ongoing implementation

Monitoring & Evidence

- Book looks

- Planning monitoring
- Pupil voice

Success Criteria

- Every subject area demonstrates explicit EDI representation by 2030.
- Pupils report feeling represented and valued in curriculum materials.