

Priory School Equality, Diversity and Inclusion Action Plan

Vision

At Priory School, we believe that anti-racism and our wider goals of equality, diversity and inclusion are the responsibility of everyone in our community. We are committed to creating a better world for individuals, a thriving community, and an enriched society. This is a lifelong commitment to confront the legacy of oppression many still face. Our vision, ethos and values provide the foundation for our young people to grow in an equitable, inclusive environment without bias.

Purpose of this plan

This action plan builds on the NEU Anti-Racist Charter while widening the focus to all aspects of inclusion. It sets out a small number of high-impact, measurable priorities under five themes. The aim is to ensure the plan is practical, reviewable termly, and embedded across the school, celebrating the diversity of our community while challenging inequality wherever it occurs.

Review cycle: This action plan will be reviewed termly by SLT and annually with staff consultation. Progress and next steps will be shared with governors.

Theme 1: Leadership					
Aim:	Action	Who	Measure	RAG	Outcome
Ensure all policies have an embedded EDI statement and are reviewed with equality impact in mind.	Review key school policies to include an EDI statement and equality impact consideration at next scheduled review points.	SLT as and when reviewing policies.	Policy reviews show EDI statements included; Equality Impact assessments completed where appropriate.		
Deliver at least one annual whole-staff CPD session on EDI and anti-racism, with optional follow-up workshops for teams working with high-need cohorts.	To include one CPD session on EDI/ anti racism	SLT – Mr Philpott	CPD evaluations show improved staff confidence; classroom observations reflect inclusive practice.		
SLT review and monitor pupils at risk of exclusion, exploring alternatives and addressing disproportionality (e.g. Black, Gypsy, Roma, Traveller pupils).	Termly monitoring of behaviour and internal behaviour logs and report to governors	SLT – Mr Philpott	Exclusion data monitored termly; disproportionality reduced through targeted interventions.		
SLT model openness to anti-racist and inclusive practice in decision-making and communication.	Celebrate diversity through communications (newsletter features, assemblies, website highlights).	SLT – Mrs Foster	Staff feedback shows increased confidence to raise EDI issues; EDI principles evident in leadership actions.		
Ensure inclusion is celebrated and visible in the school's culture by recognising and valuing diversity (e.g. staff awareness campaigns, celebrating cultural/identity events, sharing inclusive stories across newsletters, assemblies, and governor reports).	Develop an annual celebration calendar reflecting the diversity of the school community Increase representation of home languages and cultural identity in newsletters, assemblies and displays	SLT – Mrs Foster, events team, Mrs Parvez	Evidence of inclusive events and communications; pupil, staff, and parent voice reflect a strong sense of belonging and recognition of diverse identities.		

	Theme 2: Teaching and learning				
Aim:	Action	Who	Measure	RAG	Outcome
To ensure diverse representation and global perspectives through curriculum planning	Audit curriculum maps for diversity and representation across subjects.	SLT – Mr Philpott and Mrs Proffitt	Curriculum maps reflect diversity; staff and pupil voice report inclusive representation.		
Provide CPD on inclusive pedagogy (cultural competency, anti-racist practice, SEND, trauma-informed teaching).	Deliver termly CPD inputs on inclusive pedagogy (anti-racist practice, cultural competency, SEND and trauma-informed teaching), using a mix of internal expertise and external providers where appropriate.	SLT – Mr Philpott	Staff feedback and observations show inclusive practice embedded in lessons.		
Maintain a diverse library of texts and resources reflecting a range of voices and identities.	Ensure class libraries and central library reflect a wide range of cultures, abilities, and identities.	SLT – Mr Philpott, Phase leaders	Library/resource audits show representation; pupils report seeing themselves in texts.		

	Theme 3: Power and voice				
Aim:	Action	Who	Measure	RAG	Outcome
Gather regular pupil, staff, and parent voice (e.g. surveys, focus groups) around belonging and inclusion.	Gather pupil voice through whole-year-group carousel sessions and an annual inclusion survey; share outcomes and actions taken through assemblies and newsletters.	SLT – Mrs Foster	Survey results show trends; actions identified and communicated.		
Strengthen pupil participation (EDI ambassadors, school council class meetings, suggestion boxes).	Class worry boxes, school councilors EDI ambassadors?	SLT – Mrs Foster	Pupil feedback shows they feel heard; projects led by ambassadors in place.		
Ensure staff and pupils know how to report prejudice-based incidents confidently and transparently.	Promote clarity on reporting prejudice-based incidents (posters, assemblies, staff briefing reminders).	SLT – Mr Philpott	CPOMS used consistently; incident trends reviewed termly; confidence in reporting increases.		

		Theme 4: Wellbeing and belonging				
Aim:		Action	Who	Measure	RAG	Outcome
Prioritise trauma-informed and restorative approaches in behaviour and exclusion policies.		Refresh staff training on trauma-informed and restorative approaches.	SLT – Mr Philpott	Behaviour logs show reduction in repeat incidents; exclusions monitored with attention to disproportionality.		
Create opportunities for pupils to celebrate and share their identities (projects, displays, assemblies).		Incorporate pupil identity and belonging into PSHE and oracy lessons. Introduce an annual Belonging Week Celebrate International Mother Language Day Invite families to share stories/songs in home languages Increase representation of home languages in displays	SLT – Mrs Proffitt	Displays/events reflect diversity; pupil voice shows increased pride in identity.		
Train staff to identify and respond to exclusion, loneliness, and wellbeing concerns.			SLT – Mr Philpott	Staff surveys show confidence; early interventions logged and monitored.		

		Theme 5: Community and culture				
Aim:	Action	Who	Measure		Outcome	
Celebrate major cultural/religious festivals and local heritage in ways that are meaningful to pupils and families.	Celebration calendar that reflects our school community – are we celebrating the festivals that represent our school? Showcase community stories in newsletters, assemblies, and displays.	SLT – Mrs Foster	Calendar of celebrations in place; pupil and parent feedback positive.			

Partner with parents, governors, and local groups to enrich cultural understanding and inclusivity.	Develop community partnerships (e.g. local faith groups, cultural associations, charities).	SLT – Mr Philpott	Events and partnerships recorded; wider community engagement evidenced.		
Provide clear pathways for parents to raise EDI concerns and ensure these are responded to openly.		SLT – Mrs Foster	Parent concerns logged and resolved; trust in processes increases.		