

Newlands Junior School Diversity, Equity, Inclusion and Belonging Action Plan September 2025



Newlands Junior School
We are Proud

Diversity, Equity, Inclusion and Belonging Action Plan Objective 1 Promote positive attitudes towards people with disabilities, SEN and illness including mental health.	Success Criteria Children understand, respect and include people with disabilities	Measuring Impact and Reporting Progress HT reports to governors Monitoring of PSHE objectives Pupil interviews
Actions		
Continue to plan opportunities to learn about and understand a range of illnesses and disabilities children in school and people in society experience e.g. mental health, allergies, diabetes, epilepsy, ASD, ADHD, dyslexia, blind/deaf.	Children are aware of a range of conditions peers and others in society may live with. Understand how sometimes we need to make adaptations to support these children. Be aware of actions they may take to support children/adults e.g. understanding symptoms and the need to alert an adult, making adaptations to their behaviour and actions.	
Continue to teach about positive experiences of disability into the school's teaching programme through inspirational people e.g. Louie Braille, Paralympians. Provide special opportunities, visitors related to disability awareness e.g. guide dogs, wheelchairs. During Diversity week study inspirational people who have overcome disabilities and been successful in their field.	Children to be familiar with a range of disabilities and understand sometimes people suffer prejudice due to their conditions. Understand the protected characteristics, why these are in place and the consequences of breaking these. Develop understanding and respect of people who are different to themselves. Understand disability does not have to be a barrier and be inspired by successful famous people.	
Audit and purchase further resources that provide positive images of people with disability. Continue to share books around ASD, ADHD which promote positive images and develop understanding.	Nonfiction books about disabilities and famous people, fiction books which represent people with different disabilities as well as non prejudice IT resources/websites will develop understanding and tolerance and shape pupils attitudes towards themselves and others. Books about ADHD/ASD in classrooms will help children to understand their conditions in a positive manner and feel a sense of belonging.	
Update accessibility plans annually and ensure all pupils, staff and family members are able to access all areas of the school and curriculum, including extra-curricular activities, through reasonable adjustments.	Newlands will be a fully inclusive school, where equality is achieved by meeting individual needs not by treating everyone the same. All children are able to access all curriculum activities, extracurricular, offsite visits and residential. PEEPs are in place for specific children when needed. Parents/carers are communicated with and transitions to new classes/schools are	

	smooth.
<p>Training and policies are in place to allow staff to support children in school with disabilities, SEN and medical conditions.</p> <p>Nurture support will be in place for children suffering anxiety, depression, trauma, loss and attachment.</p>	<p>Medical/illness/allergy record kept and shared with all staff so pupils can attend school.</p> <p>Training carried out for staff to support children e.g. diabetes, ASD, manual handling, CRB.</p> <p>Staff will be liaising with other professionals and will provide appropriate learning aids and support plans.</p>
<p>Continue to embed the profile of well-being and mental health across school reducing the stigma and ensuring children know it is a recognised condition they can recognise talk about.</p> <p>Take part in Hello Yellow and Time to talk days.</p> <p>Continue to signpost and refer to outside agencies who can offer support.</p>	<p>Children are aware of well-being and mental health issues. They learn to recognise this in themselves and others and act to support.</p> <p>Children will know where they can seek support and discuss feelings.</p> <p>Families are aware of a range of agencies and are referred by school or themselves when needed.</p>

Diversity, Equity, Inclusion and Belonging Action Plan Objective 2 Promote positive attitudes towards different ethnic minority groups	Success Criteria Children know about and value each other's cultures and religions, living the British values of tolerance and diversity	Measuring Impact and Reporting Progress HT reports to governors Monitoring of PSHE objectives Pupil interviews Racist incident logs
Actions		
Continue to identify, respond to and report racist incidents in school.	<p>Incidents will have been reported to the Governing body on a termly basis. Nil reporting will be consistently challenged.</p> <p>Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT.</p> <p>Staff will have followed guidance consistently and effectively as outlined in school policies.</p> <p>Children from ethnic minorities will feel equal, a sense of belonging and know instances of prejudice will be acted upon and taken seriously.</p> <p>Children will be taught the role of the bystander and will be encouraged to challenge instances of racist behaviour/language.</p>	
Audit and purchase further resources that provide positive images of people different ethnic backgrounds and religions.	<p>Books purchased which represent people from different races and religions.</p> <p>Inspirational people from a wide range of cultures and races will be evident in resources used.</p> <p>Non prejudice IT resources used which challenge stereotypes.</p>	

Support children and families new to the country particularly where English is a second language.	In class teachers will select pupils to buddy/mentor new arrivals. Teachers will make early assessments of EAL needs and identify appropriate interventions. Appropriate learning aids will be used e.g. Google translate, Twinkl translations. Translations will be provided where parents/carers are unable to access English. The school website has a translate option.
Continue to embed the school and British values across all aspects of school life developing community cohesion.	Celebrate key religious multicultural events throughout the year e.g. Diwali, Eid, Christmas to increase pupil's awareness and understanding of different communities. A programme of assemblies will be organised and special days celebrated. Visitors will be invited into school to enhance the curriculum and broaden the children's understanding of the local and global community. Global links will be developed to extend knowledge of other cultures. British Values will promote an acceptance of people having different faiths or beliefs to oneself (or having none) and that this should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Have developed an understanding of the importance of identifying and combatting discrimination. Understand the Equality Act and the protected characteristics, why these are in place and the consequences if these are not adhered to.
During diversity week study people from other cultures and places. Invite parents from ethnic minorities to share their culture through food, experiences, religion.	Children will have developed their understanding of other cultures which will help to foster respect and tolerance of diversity.
Monitor progress and achievement of ethnic minority groups as well as attendance and participation in school activities.	Minority groups will be analysed and gaps will be actioned through target setting.

Diversity, Equity, Inclusion and Belonging Action Plan Objective 3	Success Criteria	Measuring Impact and Reporting Progress
Promote positive attitudes towards different people of different gender, gender identity and sexual orientation	Children respect without prejudice gender, gender identities and sexual orientation challenging stereotypes and recognising equality and ensuring inclusion is evident	HT reports to governors Monitoring of PSHE objectives Pupil interviews Racist incident logs
Actions		

<p>Identify, respond to and report incidents in school with regards to gender and sexual orientation.</p> <p>Recognise sexual/gender peer on peer abuse/gender based bullying and ensure there is an absence of harassment, victimisation and discrimination in relation to any protected characteristics.</p>	<p>Incidents will have been reported to the Governing body on a termly basis. Nil reporting will be consistently challenged.</p> <p>Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT.</p> <p>Staff will have followed guidance consistently and effectively as outlined in school policies. Zero tolerance will be used for instances of child on child abuse and follow up work will be in place following incidents.</p> <p>PSHE lessons and school values will educate children about prejudice and discrimination.</p> <p>Outside agencies will have supported school for example educational psychologist, TETTC to plan age appropriate work as well as help respond to incidents.</p>
<p>Ensure the school promotes gender equality creating engaging learning opportunities that promote achievement for boys and girls.</p>	<p>Gaps between boys and girls are narrowed and positive interventions ensure all children are making good progress.</p> <p>Teaching will suit the needs of children based on gender to ensure good progress e.g. girls maths groups, boy friendly texts and stimulus.</p>
<p>Monitor progress and achievement of boys and girls</p>	<p>Progress and achievement of boys and girls will be analysed and gaps will be actioned through target setting. Trends will be analysed e.g. underperformance in boys writing, girls maths and actions will be put in place to balance these.</p>
<p>Ensure appropriate resources challenge stereotypes and promote equality as well as recognising diverse family structures.</p>	<p>Resources and the curriculum recognise that families are made from a range of gender and sexual orientations and children are taught to accept situations which differ to their own.</p> <p>Staff respond appropriately to questions raised by children in order to promote equality and diversity.</p> <p>Staff will be aware of the use of gender differentiation and segregation. Children questioning their identity as male/female will be fully supported and accepted in school.</p> <p>Staff will liaise with parents and outside agencies to help pupils understand themselves and others.</p>
<p>A balance of male and female role models will be promoted throughout school in order to discretely show children the range of opportunities open to them and challenge stereotypes e.g. female rugby coach, female STEM ambassador and male nurse in aspirations week. Children will be selected without gender bias for after school clubs, sporting activities and events.</p>	<p>Children will see a range of role models which challenge stereotypes.</p> <p>Registers for after school clubs, activities and events will be monitored for equality and promoted for both genders.</p> <p>Girls' sports will continue to be promoted as well as forest schools and outdoor learning opportunities to overcome discrimination and stereotypes.</p>
<p>During diversity week families were studied, looking at different examples e.g. step-parent, single parents, LGBTQI+ relationships.</p> <p>Books were purchased to support learning.</p>	<p>Children understand difference and learn to value all scenarios of modern-day society.</p> <p>Children develop tolerance and respect for others different to their own experiences.</p> <p>Children within these families learn it is acceptable and can be proud of those differences.</p> <p>Children will be confident to identify and express their gender and staff will be equipped to support through training and expertise.</p>