Equality Objective 1

- Building a robust evidence base for understanding the challenges and experiences of EAL children and their families

Description of the improvement needed

Equality Objective 2 – 4 will be better achieved with a robust understanding of the challenges and experiences of EAL children and families. With a greater understanding of some of the challenges, the approaches use can be tailored more effectively for groups and individual families.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Consultation to be undertaken with children and families focussing on a range of issues including: - After-school Club participation. - Curriculum experience. - Experience of life within school and the wider community.	NF and AS	Autumn to Spring Term	Time allocated for meetings. No costs expected.	Portfolio report will be shared with governors. Discussion with HT and NF within weekly meetings. Success Criteria Positive level of engagement. Understanding of strengths and areas for development are identified.
2025-2026 Review - Incomplete				
Focus group established to look at the curriculum and community cohesion and how we can improve this for all families.	NF and AS	Autumn to Spring Term	Time allocated for meetings. No costs expected.	Portfolio report will be shared with governors. Discussion with HT and NF within weekly meetings. Success Criteria Positive level of engagement. Understanding of strengths and areas for development are identified.
2025-2026 Review - Incomplete				

Equality Objective 2

- Further raise engagement in after-school activities for all pupils, particularly those with SEND, EAL or those who are EAL.
- Ensure that language communication is not a barrier to pupil engagement.

Description of the improvement needed

EAL engagement in after school clubs remains low. Inspite of improvements in communication through termly EAL newsletters, this has not improved significantly enough and we want to better understand potential barriers.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
PE Subject Leads to speak with all EAL pupils during subject leadership release time to identify barriers to engagement and to see which pupils will be attending the relevant clubs. To consider producing dual language letters to help ensure that families can make the choice for their children to attend.	SB	Autumn 2025	Subject Leader Release Time Provision of after-school clubs which are free to all pupils and financed by the school	Subject Leader Tie Subject Leader Records Dual-language letters Pupil Voice Discussions Club attendance records Success Criteria There is an increase in EAL engagement in clubs in all terms. There is an increase in the clubs attended by the individual pupils. To increase the number of children with EAL who attend clubs from 40% to 60%.
2025-2026 Review – PE lead has been in discussion with EAL lead and the tracking of all pupils – including those with EAL – is regularly completed. EAL pupils are involved in discussions around the nature of clubs that they would like to see in school. Care is taken with communication to ensure that all families are aware of the provision that is available through the clubs – newsletter provide regular/key information.				
PE Lead to speak Primary Sports Coach to ensure that pupils are being prompted	RK, EM ad AS	Autumn 2025	Subject Leader Release	Success Criteria: PE teacher users their influence in lessons to promote engagement in clubs.

through PE lessons to attend the after-school provision. Primary Sports and Hayward's to ensure that communication is accessible to all families including invites to clubs and Sports newsletter.			Provision of After School Clubs finance by school. Provision of PE Coaching	There is an increase in clubs attended by individual pupils (EAL from 40% to 60% or above)
2025-2026 Review – PE coach is in regular discussions with children around club availability. This is also shared with all pupils in assembly.				

Equality Objective 3

- Further develop adaptive teaching for EAL pupils, particularly those who are arriving in England for the first time.
- Raise attainment for those pupils who are EAL to ensure that the gap between them and all other pupils is as small as possible.
- Work closely with families, particularly those who are disadvantaged, in order to ensure that the home support is right for pupils and there is a good understanding of how best to support children.

Description of the improvement needed

Differentiation within the school is good and we have many members of staff who are very good at adapting their teaching to the needs of individual pupils. We want to identify where this good practice is and to share the practice across the school. We will consider how adaptive teaching can be applied to pupils from all protected characteristic groups, including those with SEND and those working at Greater Depth standard (GDS). We will work to ensure that the individual needs of all pupils are not a barrier to them engaging with the curriculum effectively.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Staff to speak with DCC regarding training that is available to support EAL pupils. School to provide staff with EAL training in relation to effective support in the classroom through an	AS and CB	Autumn 2025	Training Costs will depend on provision that is available to all staff.	CPD Training Records EAL Records from DCC Success Criteria Children continue to receive targeted support, available through the EAL service, to ensure that they are supported effectively

understanding of the OAIP framework for Devon.				Staff receive CPD training on how best to adapt their teaching to support the needs of EAL pupils, particularly those with SEND. Children with EAL receive a quality provision and they are making progress in relation to their starting point.
2025-2026 – OAIP training has been provided by the Inclusion Lead for all staff. Staff are aware of the use of WIDGETS to support EAL and the use of Recap and Review proves very effective in terms of hooking pupils into current and prior learning. Leads for PE and RE have provided templates for staff to use and these are now a feature of all lessons. Visuals, as opposed to too much language, is also having a positive effect.				

Equality Objective 4

- We recognise and respect difference: Promoting understanding and respect for diversity within the school community and beyond.
- To increase Parent voice in the school lives of all children.

Description of the improvement needed

It is important to ensure that the children understand diversity, not just in school, across the county, country and further afield.
The children are immersed through the media (and some at home) in negative views about nationality, region and gender and it is important that the school challenges these negative perceptions. We want to ensure that the experience of school is positive for all children but particularly those from the protected characteristic groupings. We work hard to provide an educational experience that works for all pupils. We regularly consult with families on key issues, and also take views in our annual survey. We want to be sure that we are getting representative views from all families and need to consider ways that we can gauge this better.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Use the curriculum review to revisit all subjects and to	AS	October 2025	Subject Leader Time Curriculum Time	PSHE Work Assembly Evidence

ensure that the curriculum is designed to challenge negative stereotypes and perceptions. Assemblies are a tool through which Black History Month is recognised, as well as the ongoing celebration and recognition across gender, race and diversity. Newsletters celebrate diversity and challenge negative perceptions by promoting diversity and uniqueness.			Assemblies Promotion through the newsletter and other communication material.	Newsletters Pupil Voice discussions with staff Success Criteria Children develop a strong understanding of stereotypes and the dangers of negative ones developing. Children develop a strong sense, through the Hayward's Heroes and the curriculum, of what is right and what is wrong.
2025-2026 – Delayed in response to curriculum review. Staff are aware of the importance of this already and the curriculum/curriculum content is designed with this in mind.				
Within RE: Our RE curriculum has a focus on 'lived experience' which is designed to give a representation of diversity with and across worldviews. Teachers have been given training in this for Islam, Judaism & Humanism. Our RE curriculum encourages the use of diversity in images and case study materials to reflect the	HD	Ongoing monitoring	Subject Leader Time Staff Meeting Time	Pupil discussions Pupil book looks Planning scrutinies Observations of work in PSHE and RE Success Criteria Children are able to verbalise a clear understanding of the importance of diversity and the need to champion and challenge prejudice.

diverse, global characteristic of worldviews. Our RE curriculum includes a focus on 'ways of knowing' which includes the use of statistics such as census and survey data which provides factual information on the characteristics, diversity and cultural/religious make-up of the UK. This also tackles misinformation in the media and/or misrepresentation.				

2025-2026 Review

- Hannah (our RE Lead) has led staff training. She has also provided staff with guides for each of the religions which provide key information to support staff in delivering the required content. Staff are routinely offered opportunities for professional development including training offered by LTLRE hubs and through online Q&A sessions offered by The Board of Deputies for British Jews.
- Our curriculum is designed inline with the Devon Agreed Syllabus. Hannah monitors the delivery of this through book looks and through pupil discussions during her allocated subject leader release time.
- Hannah has designed WIDGETS to help ensure that the key learning across the curriculum for all elements of the R+R. This is powerful in helping all children to successful access the required learning. The Recap and Review slides have been designed skilfully to enable pupils to access prior learning and to ensure that key learning is regularly recapped on supporting pupils with EAL and SEND needs. All KS2 classes have R&R tasks which are designed to cover the different ways of knowing including the use of statistical data & authentic recounts of 'lived experience' in the UK today which, through discussion, can tackle misinformation and media bias.
- Age-appropriate Holocaust education is offered annually to pupils in KS2 in line with the recommendations from Sir David Bell's independent review into antisemitism in English schools published in October 2026.