

## DEIB Action Plan 2025 - 2026 – Holly Primary School

<b>Equity Action Plan</b> <b>Rationale for Objective 1:</b>  Our curriculum content and resources are not fully representative of wider society. The general equity duty requires us to foster positive relations between different groups.  <b>Protected characteristics covered:</b> All	<b>Success Criteria</b>  Children in all year groups will have increased opportunities to develop a strong sense of their identity and the potential for prejudice-based bullying will be effectively addressed  Stereotypes will be challenged.  Staff will be more aware of antiracism, unconscious bias and curriculum content and resources will be more inclusive/representative  Children will know about and value each other's cultures and religions	<b>Governor Involvement</b>  Nominated link governor- equity & inclusion  Focused governor visits  Finance Committee (oversight of training & resource budget)  T&L Governor has oversight of curriculum	<b>Monitoring &amp; Evaluation Methods</b>  Review of this action plan (termly)  Monitor curriculum/lesson plans ½ termly to ensure DEIB is incorporated through learning walks, book looks and environment reviews.  Through conversations with children (pupil voice questionnaires)	<b>Reporting Progress</b>  School SEF  School Improvement Plan  Head Teacher Report to Governors  Link Governor Visits
<b>Objective 1:</b> To reduce prejudice and increase understanding of diversity, inclusion, equity and belonging more by the whole school community including SLT, Governors, staff, pupils and parents.				
<b>Actions</b>	<b>Timelines</b>	<b>Staff responsible</b>	<b>Resources-Time/CPD</b>	<b>Resources-Financial</b>
1.1 Determine how diverse is presented around the school environment.	Autumn 2025	SLT	Learning walks/curriculum plans	SLT time
1.2 Complete pupil voice to determine understanding of DEIB throughout school.	Autumn 2025	DEIB Lead	Create questionnaire/time for pupils to complete	DEIB Lead time
1.3 Complete staff questionnaire to understand their knowledge of delivering EDI across the curriculum.	Summer 2026	DEIB Lead	Create questionnaire/time for staff to complete	DEIB Lead time
1.4 Create displays of significant DEIB individuals around the school to raise awareness and promote DEIB.	Termly	DEIB Lead	Display area to be created.	DEIB Lead time
<b>Future Developments</b> Establishment of focus group to include representation from all stakeholder groups to further embed DEIB across the whole school.	Ongoing	Equity Governor HT	DEIB displayed around the school and published on the school website. <a href="https://www.holly.notts.sch.uk/curriculum-subjects/equity-diversity-inclusion/">https://www.holly.notts.sch.uk/curriculum-subjects/equity-diversity-inclusion/</a> Key EDI opportunities within the curriculum evidenced (school curriculum documentation).	DEIB /SLT time

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<b>Equity Action Plan</b> <b>Rationale for Objective 2:</b>  <p>Our curriculum content and resources are not fully representative of wider society. The general equity duty requires us to foster positive relations between different groups.</p> <b>Protected characteristics covered:</b> All	<b>Success Criteria</b>  <p>Children in all year groups will have increased opportunities to develop a strong sense of their identity and the potential for prejudice-based bullying will be effectively addressed</p> <p>Stereotypes will be challenged.</p> <p>Staff will be more aware of antiracism, unconscious bias and curriculum content and resources will be more inclusive/representative</p> <p>Children will know about and value each other's cultures and religions</p>	<b>Governor Involvement</b>  <p>Nominated link governor- equity &amp; inclusion</p> <p>Focused governor visits</p> <p>Finance Committee (oversight of training &amp; resource budget)</p> <p>T&amp;L Governor has oversight of curriculum</p>	<b>Monitoring &amp; Evaluation Methods</b>  <p>Review of this action plan (termly)</p> <p>Monitor curriculum/lesson plans ½ termly to ensure DEIB is incorporated through learning walks, book looks and environment reviews.</p>	<b>Reporting Progress</b>  <p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
<b>Objective 2:</b> To ensure the curriculum reduces prejudice and increase understanding of DEIB of all race equity.				
<b>Actions</b>	<b>Timelines</b>	<b>Staff responsible</b>	<b>Resources-Time/CPD</b>	<b>Resources-Financial</b>
1.1 Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of race and religion.	Autumn 2025 onwards	SLT Subject Leads	Staff meeting Subject Leader time	Budget to be identified for resources
1.2 Consciously include key texts and lessons which challenge racial and religious stereotypes and are representative of modern-day society.	Autumn 2025 onwards	All staff	Staff training/meetings to determine which texts to use for year appropriateness	Budget to be identified for resources - £1,000 in books
1.3 Audit the curriculum to determine where the protected characteristics take place.	Autumn 2025 onwards	SLT/PSHE Lead/all teaching staff	Determine where the protected characteristics take place. Staff to teach the PC through lessons/assemblies Picture News to be used/PSHE scheme	DEIB leadership time
1.4 Audit the curriculum to determine where British Values take place.	Autumn 2025 onwards	SLT/PSHE Lead/all teaching staff	INSET for all staff to work on document. Continuous subject leader time to hone their subject to make it specific and accessible.	Whole staff INSET Additional subject leader time
1.5 Create curriculum mapping for DEIB and British Values.	Autumn 2025 onwards	SLT/PSHE Lead/all teaching staff	INSET for all staff to work on document. Continuous subject leader time to hone their subject to make it specific and accessible.	Whole staff INSET Additional subject leader time
<b>Future Developments</b> Establishment DEIB display board in the hall celebrating children's work on diversity, the protected characteristics and British Values.	Autumn 2025 onwards	DEIB Leader	DEIB displayed around the school and published on the school website. Children's work photographed and displayed in a floor book on a weekly basis.  Texts displayed on the website: <a href="https://www.holly.notts.sch.uk/curriculum-subjects/english/">https://www.holly.notts.sch.uk/curriculum-subjects/english/</a>	DEIB leadership time Floor book Picture News subscription Post it notes/pens

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Equity Action Plan Rationale for Objective 3	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
<p>Outcomes for boys in year 6 reading and writing were below the girls.</p> <p>There is a 27% difference between boys and girls writing in year 6 who achieved ARE in spring 2025.</p> <p>There is a 5% difference between boys and girls reading in year 6 who achieved ARE in spring 2025.</p> <p>A similar outcome reflected in current cohorts across the school</p> <p>Protected characteristics covered: Gender</p>	<p>Boys in all year groups will have opportunities to build their confidence in reading and writing – issues around self-esteem addressed</p> <p>Staff will be more aware of unconscious bias and curriculum content and resources will be more inclusive/representative through training and research</p> <p>Targeted TA to narrow the gender gap through targeted interventions.</p>	<p>Subject link governors to challenge how equity &amp; inclusion is reflected in each curriculum area</p> <p>Focused governor visits</p>	<p>Review of this action plan (termly)</p> <p>Monitor curriculum/lesson plans ½ termly to ensure DEIB is incorporated through learning walks, book looks and environment reviews</p> <p>Through conversations with children (pupil voice questionnaires)</p>	<p>School SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>
<b>Objective 3 To raise the attainment of boys’ reading and writing in all year groups.</b>				
Actions	Timelines	Staff Responsible	Resources – Time/CPD	Resources - Financial
3.1 Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of gender.	Autumn 2025	Subject Leads – Maths/ PSHE/ Science	Staff meeting Subject Leader time	Budget to be identified for resources
3.2 Consciously include texts and lessons which challenge gender stereotypes and are representative of modern-day society.	Autumn 2025 onwards	All staff	Subject leader time to assign texts to their curriculum area.	£1,000 for books Leaders time
3.3 Conduct pupil voice to the determine boys interests and thoughts around reading and writing.	Summer 2026	DEIB Lead	Create pupil voice for boys to complete. Ideas gathered and analysed. SLT to adapt new curriculum/texts	SLT time English Lead
3.4 Pupil voice consultation re the impact of the implemented changes through pupil voice.	Summer 2026	Equity Governor HT	Focus group/survey Take Care of Ourselves Reps Diversity Champions	SLT time
<b>Future Developments</b> Establishment of focus group to include representation from all stakeholder groups to further embed DEIB across the whole school.	Autumn 2025 – Summer 2026	Equity Governor HT	SLT time/subject leaders/subject link governors	Staff time