



storyybrook

Equality and Accessibility Policy





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1. Aims

Storybrook's aims are designed to ensure that we meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Equality of opportunity applies to all members of the school community i.e. pupils, staff, Governors, parents and community members. It is based on the core values and ethos of expressed in the school's aims and mission statement.

Storybrook aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it
- ensure all pupils and staff are encouraged to reach their full potential
- respect and value differences
- prepare pupils for life in a diverse society
- acknowledge the existence of inequality and take steps to prevent it
- recognise diversity as a positive factor in our school environment
- create a positive environment based on respect and trust

Our school aims to promote respect for difference and diversity in accordance with our values, belonging, respect, resilience, inclusion, integrity and love.

Our Vision

At Storybrook we envision a school where every child feels safe, understood and valued; where relationships come first and every individual experiences a true sense of belonging.

We strive to create a trauma-informed, inclusive community in which pupils develop the confidence, resilience and skills to thrive socially, emotionally and academically. Through nurture, high expectations and meaningful support, we empower our pupils to overcome barriers, rebuild trust in education, and believe in their own potential.

Our vision is for every child to leave Storybrook as a confident, capable and compassionate individual, ready to engage positively with the world around them.





Our Mission

At Storyybrook, our mission is to provide a safe, predictable and nurturing environment for primary-aged pupils whose primary barrier to learning is Social, Emotional and Mental Health (SEMH).

We achieve this by:

- delivering a trauma-informed, relational approach where behaviour is understood as communication
- prioritising safety, belonging and trust in every aspect of school life
- supporting pupils through a consistent approach of regulate, relate, repair and reflect
- building strong, collaborative relationships with families, professionals and the wider community
- removing barriers to learning through personalised, inclusive and adaptive teaching
- promoting emotional development, self-regulation and positive relationships alongside academic progress
- maintaining high expectations while providing the support pupils need to succeed

We are committed to ensuring that every pupil:

- feels safe, respected and included
- develops the skills to manage emotions and relationships
- re-engages positively with education
- achieves meaningful progress from their individual starting points

Our Values

At Storyybrook, our values underpin everything we do. They shape our relationships, guide our decisions, and create a culture where every child feels safe, understood and able to thrive.

Belonging

We create a school where every child feels accepted, valued and part of a community. We recognise that many of our pupils have experienced disruption or exclusion, and we work tirelessly to ensure they feel safe, connected and included in all aspects of school life.

Respect

We treat everyone with kindness, dignity and fairness. We teach pupils to understand and value differences, to listen to others, and to recognise the impact of their words and actions on those

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around them.

Resilience

We support pupils to develop the confidence and skills to overcome challenges. Through a trauma-informed approach, we help children understand their emotions, build regulation strategies, and learn that mistakes are opportunities for growth.

Inclusion

We are committed to removing barriers to learning and participation. We celebrate diversity and ensure that all pupils, regardless of their background, needs or experiences, have equal opportunities to succeed and be heard.

Integrity

We act with honesty, consistency and fairness in all that we do. Staff model strong moral values and provide clear, predictable boundaries so that pupils feel safe, secure and able to trust the adults around them.

Love

We place care, compassion and relationships at the heart of our school. We believe that positive, trusting relationships are the foundation for learning, growth and wellbeing, and we demonstrate unconditional positive regard for every child.

These values are lived through our daily practice and are reflected in our relational approach of regulate, relate, repair and reflect, ensuring every child is supported to feel safe, succeed and thrive.

2. Introduction

At Storyybrook, we welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together - our pupils, staff, governors and parents/carers.

The policy outlines the commitment of Storyybrook staff and Governors to promote equality.

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This means tackling the barriers which could lead to unequal outcomes so that there is equality of access and diversity within the school community which is celebrated and valued.

This policy also recognises the influence of unconscious bias and promotes reflection and training to ensure decision-making is equitable and inclusive at all levels.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

The Governing Body of Storybrook is committed to a fair and equal treatment of all individuals, able bodied or disabled and, on a continuous basis, and will work towards improving access to the physical environment, to the curriculum and to the provision of information to work towards access for all.

For staff and prospective staff, this policy should be read in conjunction with the school's Staff Recruitment Policy

3. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

4. Roles and responsibilities

The governing body will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher
- ensure that the school complies with the Equality Act 2010 legislation, including general and specific duties
- receive and review termly equality reports
- analyse key data (attendance, behaviour, progress by group)

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- compare outcomes between groups to identify disparities
- ask challenging questions where gaps exist
- ensure appropriate actions are implemented and evaluated

The equality link governor is Louise Sullivan. She will:

- meet with the designated member of staff for equality termly, and other relevant staff members, to discuss any issues and how these are being addressed
- ensure they're familiar with all relevant legislation and the contents of this document
- attend appropriate equality and diversity training
- report back to the full governing board regarding any issues
- review evidence from termly meetings (data, pupil voice, case studies)

The Headteacher will:

- have overall responsibility of this policy
- promote knowledge and understanding of the equality objectives among staff and pupils
- review equality data termly
- work in partnership with the governing body to ensure that the policy and related procedures and strategies are implemented
- report progress and key issues to governors termly
- ensure actions are taken when inequalities are identified
- ensure all staff at Storybrook are aware of their responsibilities and are given appropriate training to ensure they fulfil these
- treat incidents of discrimination and inequality seriously and support pupils in particular by creating learning opportunities for this

The designated member of staff for equality (Deputy Headteacher and SENDCo) will:

- support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- support the Headteacher in identifying any staff training needs, and deliver training as necessary
- lead on the day-to-day monitoring of equality and accessibility
- conduct termly analysis of behaviour incidents (including prejudice-related incidents),

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attendance data and progress and attainment by group

- identify trends, gaps and areas for improvement
- produce a termly equality report for the Headteacher and governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

All Storybrook staff will:

- deal with incidents of inequality and know how to identify and challenge bias and stereotyping
- ensure that they do not discriminate on any grounds
- keep up to date with Equality Legislation by attending training and information events organised by Storybrook
- undertake regular reflection and training on unconscious bias to ensure equitable treatment of pupils and colleagues
- ensure that pupils from all groups have full access to the curriculum
- Promote equality and diversity through teaching and through relation with pupils, staff, parents and the wider community
- monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

5. Teaching and learning

At Storybrook, staff create an environment where all pupils can contribute fully and feel valued. Teaching takes account of pupils' cultural background, linguistic needs and different learning styles. Different cultural traditions are valued in their own terms and made meaningful to pupils. Pupils are helped to make connections with their own lives and, alongside this, teachers challenge stereotypes and build pupil awareness so that they can detect bias and challenge discrimination.

6. Curriculum

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards diversity and this can be reflected in the topics and texts we have selected at Storybrook. Pupils have the opportunity to explore concepts and issues relating to inequality in a way in which they are positively challenged and supported. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils from all groups.

Around the school, resources and displays portray positive images of different people and

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cultures. The people and role models we explore are from a range of different racial and faith groups are used to share a wide range of skills and experiences, to provide children with a wealth of different backgrounds and experiences.

Extra-curricular activities and events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

7. Attainment, progress and assessment

Storyybrook has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards, recognising and valuing all forms of achievement. The holistic approach we take to attainment, progress and assessment is appropriate for our cohort of children who primarily have SEMH needs, and ensures their strengths and small steps of progress are celebrated. Pupil attainment and progress are monitored rigorously, including by ethnicity, and evaluated to identify trends and patterns of underachievement; rapid action is taken to remove disparities between different groups of pupils.

All methods of assessment are monitored to ensure that they are, as far as possible, free of cultural or linguistic bias.

Every pupil at Storyybrook is appropriately supported in assessments so that they are able to show fully both what they know and what they can do; particular attention is paid to identifying and meeting the needs of groups that are experiencing any form of further disadvantage.

8. Eliminating discrimination

Storyybrook is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act - for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

9. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Storyybrook aims to advance equality of opportunity by:

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- removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- publish attainment data each academic year showing how pupils with different characteristics are performing
- analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

10. Fostering good relationships

Storybrook is passionate about working in collaboration with all stakeholders, especially our families, staff and professionals supporting our pupils. It is important to us that we develop and sustain a sense of genuine cohesion and belonging for all.

Storybrook aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different

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year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- we have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

11. Equality considerations in decision-making

Storybrook ensures it has due regard to equality considerations whenever significant decisions are made.

We will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls

Storybrook keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded as part of the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment. Our current equality information can be found in Appendix A to this policy statement.

12. Equality Objectives

Storybrook set ourselves specific and measurable equality objectives and ensure we aim to meet these through our everyday practice. We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in.

The objectives can be found in Appendix B to this policy statement and consider both national, county and school level priorities.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- the delivery of the school curriculum
- the teaching and learning within the school
- our practice in relation to pupil progress, attainment and achievement
- our teaching styles and strategies
- our policies and practice in relation to admissions and attendance

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- our policies and practice in relation to staff
- our care, guidance and support to pupils, their families and staff
- our policies and practice in relation to pupil behaviour, discipline and exclusions
- our partnership working with parents and carers
- our contact with the wider school community

13. Addressing prejudice and prejudice-related bullying

Storybrook School believes that every young person has the right to live each day in school without fear of experiencing bullying. We acknowledge that bullying is never acceptable and, while we recognise that behaviour may arise from unmet needs or trauma, all pupils have the right to feel safe, valued and protected during their time at school, and beyond.

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

To support with this, Storybrook will:

- actively promote positive personal and community relations
- promptly and effectively deal with harassment and bullying
- train staff so they are confident to consistently deal with incidents of inequality, harassment of bullying
- ensure all stakeholders, including pupils and parents, are aware of procedures for dealing with racism and racial harassment

14. Admissions and attendance

Storybrook supports primary-aged pupils whose primary barrier to learning is Social, Emotional and Mental Health (SEMH). The school provides a trauma-informed, relational, structured environment for children who cannot access mainstream education. We work within a relational framework based on regulation, connection, repair and reflection. Whilst our focus is supporting pupils within our admissions criteria, we will always ensure that any admissions and consultations are equally open for pupils within this group. Storybrook will monitor the admissions policy to ensure it is working fairly and consistently.

We take a whole-school approach to securing good attendance and recognise the impact that our efforts in other areas - such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium - can have on improving pupil attendance. This also includes ensuring we promote equality throughout our interactions and curriculum, so all children feel seen and safe in school. Alongside this, we will always consider what provision should be made for leave of absence during times of religious

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observance; this is the case for both staff and pupils.

When monitoring attendance, Storybrook will consider pupil ethnicity, alongside a range of other factors, to ensure that no patterns of concern develop.

Inclusion is balanced with ensuring the school can safely meet pupils’ needs, as outlined in the Admissions Policy.

15. Monitoring Arrangements

Monitoring is used to identify trends, remove barriers, and ensure equitable outcomes for all pupils, rather than solely for compliance purposes.

This policy will be reviewed every two years; however, the accessibility plan and equality objectives will be reviewed annually, or sooner in response to significant findings. The governing body in particular will monitor the implementation of the Equality policy termly and review annually to ensure that it does not disadvantage any particular section of the community.

Monitoring Cycle

Area	What is monitored	Who	Frequency
Behaviour & bullying	Prejudice-related incidents, exclusions, patterns	DHT and SENDCo	Termly
Attendance	Attendance by group (SEND, ethnicity, disadvantaged)	DHT and SENDCo	Half-termly
Progress & attainment	Progress of key groups	SLT	Termly
Pupil voice	Sense of belonging, safety, inclusion	SLT	Termly
Curriculum & environment	Representation, accessibility	SLT	Termly
Staff training & practice	Equality and inclusion practice	Headteacher	Annually

The school will:

- publish annual equality information on the website
- review progress towards equality objectives annually
- update the accessibility plan and equality objectives in line with findings

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Where monitoring identifies gaps, trends or inequalities, the school will:

- carry out a root cause analysis to understand underlying factors
- implement targeted actions or interventions (e.g. pastoral support, curriculum adaptation, staff training)
- assign a named lead responsible for each action
- set clear success criteria and review points
- review impact at the next monitoring cycle

Where concerns are significant (e.g. persistent gaps, repeated incidents), these will be escalated to the Headteacher and Governing Body immediately.

This structured approach ensures that equality is actively promoted, barriers are addressed promptly, and all pupils have equitable opportunities to succeed.

Please note: monitoring activities are directly linked to the school's equality objectives and are used to evaluate progress towards achieving these outcomes.

16. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Admissions Policy
- Anti-bullying Policy
- Safeguarding Policy
- Special Education Needs and Inclusion Policy
- Behaviour and Relationships Policy





Appendix A: Equalities Information (published annually)

Storybrook recognise that the public-sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act 2010 (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- focus pupil groups, discussing behaviour and bullying
- parent questionnaire
- pupil questionnaire
- involvement of the school council
- parent forum
- staff survey
- contact with the local community and disability organisations

Qualitative information

The school has published various policies/data on the school's website along with within Full Governing body meetings minutes readily available via the school.

Additional information can be found in Bracknell Forest - The Borough of Opportunity for Everyone available for download at www.bracknell-forest.gov.uk.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.





Appendix B: Equality Objectives

We recognise that the public-sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

Key Objective

Storybrook have considered how well we currently achieve these aims regarding the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- focus pupil groups, discussing behaviour and bullying
- parent questionnaire
- pupil questionnaire
- involvement of the school council
- staff survey
- contact with the local community

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: Belonging, relationships, SEMH focus

By July 2027, increase pupils' reported sense of belonging and safety at Storybrook by:

- achieving at least **85% positive responses** in pupil voice surveys (from baseline established in Autumn 2026), and
- reducing recorded incidents of prejudice-related bullying (including those linked to protected characteristics) by **25%**, through the consistent implementation of a trauma-informed, relational approach and targeted PSHE and pastoral interventions.

How it will be measured:

- Termly pupil voice surveys
- Behaviour and safeguarding logs (CPOMS or equivalent)

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- Records of prejudice-related incidents
- Attendance and engagement data for identified groups

Objective 2: Disability equality & accessibility

By July 2027, improve accessibility and inclusion for pupils with disabilities and additional needs by:

- completing a full accessibility audit (environment, curriculum, and information) by Spring 2027,
- implementing 100% of high-priority actions identified in the audit, and
- increasing participation of pupils with SEND/SEMH in extracurricular activities by **20%** (from baseline Autumn 2026).

How it will be measured:

- Accessibility audit and action plan tracking
- extra-curricular participation data
- SEND pupil voice and parent feedback
- Learning walk and curriculum review records

Objective 3: Closing gaps / equity in outcomes

By July 2027, reduce gaps in attendance and progress between key pupil groups (including SEND, disadvantaged pupils, and different ethnic groups) by:

- improving attendance for identified groups to within 5% of whole-school averages, and
- ensuring at least 80% of pupils in each group meet or exceed their individual progress targets, through targeted interventions, adaptive teaching, and regular progress monitoring.

How it will be measured:

- Termly attendance reports by group
- Progress and attainment data (PPM cycles)
- Intervention impact reviews
- Governor monitoring reports





Appendix C: Protected Characteristics and definitions

Under the Equality Act 2010 (UK), there are nine protected characteristics

These characteristics are protect to ensure fair treatment and prevent discrimination in the workplace and wider society.

Age: Protection against discrimination based on age.

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds)

Disability: Protection for individuals with physical or mental impairments that have a substantial and long-term impact on their ability to carry out day-to-day activities.

Gender reassignment: Protection for individuals who are transitioning, have transitioned, or are planning to transition to a different gender.

The process of transitioning from one gender to another. Further guidance www.gires.org.uk/mglossary.php

Marriage and civil partnership

Marriage: A legally recognised union between two people as spouses.

Civil Partnership: A legally recognised relationship similar to marriage, available to both same-sex and opposite-sex couples. The protection ensures individuals are not discriminated against because they are married or in a civil partnership.

Pregnancy and maternity: Protection during pregnancy and the period following childbirth.

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth and this includes treating those unfavourably because they are breastfeeding.

Race: Protection against discrimination based on race, including colour, nationality, and ethnic or national origins.

Religion and belief: Protection for people with religious or philosophical beliefs, or no belief. Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism).

Sex: Protection against discrimination based on being male or female.

Sexual Orientation: Protection for individuals based on their sexual orientation (heterosexual, homosexual, or bisexual).





Appendix D: Equality Plan

This Equality Action Plan sets out how Storyybrook will achieve its equality objectives. It is monitored through the school's termly monitoring cycle and reviewed annually by Senior Leaders and the Governing Body.

Objective 1: Belonging, Relationships, SEMH Focus

By July 2027, increase pupils' sense of belonging and safety and reduce prejudice-related incidents.

Action	Lead	Timeline	Success Criteria	Monitoring
Establish baseline pupil voice data (belonging, safety)	DHT / SENDCo	Autumn 2026	Baseline data established	Pupil voice surveys (termly)
Deliver targeted PSHE curriculum on diversity, respect and relationships	PSHE Lead / SLT	Ongoing (termly review)	Increased pupil understanding and engagement	Learning walks, pupil voice
Embed trauma-informed relational practice across all staff	Headteacher / DHT	Ongoing	Consistent staff approach observed	Staff training records, observations
Record and analyse all prejudice-related incidents	DHT / SENDCo	Ongoing (termly analysis)	Reduction of incidents by 25%	Behaviour logs, safeguarding records
Provide targeted pastoral interventions for identified pupils	DHT / Pastoral Lead	Ongoing	Improved engagement and behaviour	Intervention reviews, attendance data

Objective 2: Disability Equality & Accessibility

By July 2027, improve accessibility of environment, curriculum and participation.

Action	Lead	Timeline	Success Criteria	Monitoring
Complete full accessibility audit (environment, curriculum,	Headteacher / Site Lead	Spring 2027	Audit completed and priorities identified	Audit documentation

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information)				
Implement all high-priority accessibility actions	Headteacher / SLT	Summer 2027	100% of priority actions completed	SLT review, governor reports
Review curriculum to ensure accessibility and representation	SLT	Termly	Curriculum meets diverse needs	Learning walks, planning scrutiny
Increase participation in extracurricular activities	SLT / Class Teachers	Ongoing	20% increase in participation	Participation tracking
Gather SEND pupil and parent voice on accessibility	SENDCo	Termly	Positive feedback and identified improvements	Surveys, meetings

Objective 3: Closing Gaps / Equity in Outcomes

By July 2027, reduce gaps in attendance and progress between key pupil groups.

Action	Lead	Timeline	Success Criteria	Monitoring
Analyse attendance data by group (SEND, ethnicity, disadvantaged)	DHT Attendance Lead	Half-termly	Gaps identified and tracked	Attendance reports
Implement targeted attendance support plans	Attendance Lead / Pastoral Team	Ongoing	Attendance within 5% of whole school	Attendance tracking
Monitor progress and attainment of key groups	SLT	Termly	80% of pupils meet/exceed targets	Progress data reviews
Deliver targeted interventions to address gaps	Class Teachers / SENDCo	Ongoing	Improved outcomes for identified pupils	Intervention impact reviews
Report progress to Governors and agree next steps	Headteacher	Termly	Clear challenge and accountability	Governor minutes

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Monitoring, Review and Accountability

This Equality Action Plan is monitored through the school's established cycle:

- **Half-termly:** Attendance analysis
- **Termly:** Behaviour, progress, pupil voice and equality data
- **Annually:** Full review of equality objectives and accessibility plan
- Where monitoring identifies gaps or inequalities:
 - a **root cause analysis** will be conducted
 - **targeted actions** will be implemented
 - a **named lead** will be assigned
 - impact will be reviewed at the next monitoring point

The Headteacher will report progress to the Governing Body termly. The Equality Link Governor will meet with the Equality Lead termly and provide challenge and oversight.

This plan ensures that equality objectives are translated into measurable actions, with clear accountability and ongoing evaluation to secure equitable outcomes for all pupils.

Visitors and contractors are also responsible for following the Equality Plan.

