

Equality Plan and Objectives



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| School: | Campton Academy |
| Principal: | Louise Day |
| Link Governor (if appointed): | |
| Date published: | September 2025 |
| Review date: | September 2027 |

At Campton, we believe all children have the right to learn, play, and grow in a safe and respectful environment. Our Equality Plan shows how we promote fairness, challenge discrimination, and make sure everyone feels included.

| Objective 1: Narrow the gap, for those children with vulnerabilities | | | |
|--|--------------------|--------------------|--|
| Key Action(s) | Lead | Target Date | Review / Outcome / End of cycle impact assessment |
| - To narrow the gap in all subjects between those with multiple vulnerabilities and other individual children at the end of Key Stage 1 and Year 4 | All staff | Ongoing | For progress data to show the gap is narrowing |
| - Pupils with multiple vulnerabilities are clearly identified and supported | All staff SENCO | Ongoing | Weekly inclusion meetings to review those with vulnerabilities Data review termly |
| Objective 2: Ensure the ethos of school and its curriculum offer promotes respect and acceptance of differences | | | |
| Action | Lead | Target Date | Review / Outcome / End of cycle impact assessment |
| - Staff to model the behaviours expected and to highlight examples in the children's behaviours. A | All staff | ongoing | Training for teaching assistants planned for 2025/26 Therapeutic Thinking |

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| particular focus is to be placed on playtime behaviour | | | 'Alert to me please' introduced as a strategy for settling at the end of break and lunchtimes. |
| - Subject leaders to review and adapt their curriculums to ensure opportunities to promote and celebrate diversity are planned | Class teachers Subject leaders | End of each term | As part of school development plan for 2025/26 |
| - Deliver assemblies that promotes diversity, raises awareness of major cultural and religious events and fosters tolerance and respect of others | Class teachers | Ongoing | Key events added to assembly rota with a focus on inclusivity and diversity |

Objective 3: Mental health and wellbeing

| Action | Lead | Target Date | Review / Outcome / End of cycle impact assessment |
|--|-----------|-------------|--|
| - Ensure children's emotional needs are supported | All staff | Ongoing | Children can recognise and regulate emotions Use of PASS survey |
| - Access to resources for all – emotion cards, calm space | All staff | Ongoing | Classrooms to support mental health and wellbeing resources |
| - ELSA intervention and School CAMHS to support those with greatest need | LW and LD | Ongoing | Relaunch of ELSA, triage system, connections made with Schools CAMHS team. |

Objective 4: Resources and experiences that promote and celebrate equality and diversity

| Action | Lead | Target Date | Review / Outcome / End of cycle impact assessment |
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| - Children exposed to resources which depict a wide variety of children, families, religions and beliefs. | Class teachers Subject leaders | Ongoing | For greater diversity in resources around the school – this is part of school development plan objective 2025/26 |
| - Encourage attendance on faith tours and visits from groups not usually present in the school's intake. | Head of School. | March 2026 | For Year 3 and 4 parents to attend faith tour in Bedford |

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| | RE subject lead | | |
| Objective 5: Voice of the child | | | |
| Action | Lead | Target Date | Review / Outcome / End of cycle impact assessment |
| - Create and introduce school council which is reflective of our school | LD | October 2025 ongoing | Active school council, who meets regularly and helps decisions throughout the school. |
| - Agenda point of all meetings to include equality and diversity – to encourage the children to speak openly from child perspective | LD | Ongoing | Childs voice to be heard about equality and diversity |