

**Name of Academy: Stamshaw Infant School**

Date: January 2026

Period: 4 Years

This Action Plan forms part of the Stamshaw Infant Academy's Equality, Diversity and Inclusivity Policy.

Monitoring the impact of this policy will help highlight any differences between pupils/students and staff from different protected groups and decide if any further action will be necessary to meet particular needs and to improve the performance and attendance of pupils and welfare of staff from different groups in our commitment to the equality and diversity agenda, creating an inclusive environment.

Objective
<b>Inclusive Curriculum and Learning Environment</b>
Rationale for this objective
<p>An inclusive curriculum is essential in an infant school, where children are forming their earliest understandings of themselves, others, and the world around them. At this developmental stage, pupils learn through relationships, play, and exploration, and they are highly influenced by the messages they receive—both explicitly through teaching and implicitly through the environment. By embedding equity, diversity, and inclusion into the curriculum, the school ensures that every child feels seen, valued, and supported from the start of their educational journey.</p> <p>Children come from a wide range of backgrounds, cultures, family structures, and experiences. When the curriculum reflects this diversity, it helps all pupils to develop a strong sense of belonging and self-worth. It also provides opportunities for children to notice and celebrate differences in positive, age-appropriate ways, helping them build empathy, kindness, and respect. Inclusive practice at this early stage lays the foundations for positive attitudes that carry through later schooling and into adult life.</p>
Actions required to achieve objective
<p><b>Embed Diversity in Curriculum Planning</b></p> <ul style="list-style-type: none"> <li>Review curriculum to ensure representation of diverse cultures, languages, family structures, and abilities.</li> </ul>

- Include books, images, songs, celebrations, and stories that reflect a wide range of identities.

### **Provide Inclusive Teaching and Learning Experiences**

- Use teaching strategies that support different learning styles, communication needs, and developmental stages.
- Offer visual timetables, Makaton signs, and multi-sensory activities to increase accessibility.
- Model inclusive language and behaviour so children learn how to treat others with kindness and respect.

### **Create an Inclusive Environment and Classroom Culture**

- Ensure displays feature diverse faces, families, and experiences representative of the school community and wider world.
- Arrange learning spaces so all children can access resources independently
- Use circle time, role play, and stories to encourage empathy, cooperation, and positive social interactions.

### **Remove Barriers to Participation**

- Identify pupils who may require adjustments (e.g., SEND, EAL, socio-emotional needs) and plan support early.
- Provide adapted materials (e.g., simplified texts, sensory supports) to ensure full engagement.
- Implement reasonable adjustments for school events, trips, and extracurricular activities to ensure every child can take part.

### **Staff Training and Professional Development**

- Deliver and attend training on inclusive practice, unconscious bias, cultural awareness, and early-years SEND approaches.
- Promote reflective practice through team discussions, observations, and shared learning.
- Ensure all staff understand the EDI policy and know how to apply it in everyday interactions

### **Family and Community Engagement**

- Involve families in sharing cultural traditions, languages, and experiences through class visits or materials.
- Communicate with families in accessible formats such as social media.

- Invite feedback from parents and carers to assess how inclusive and welcoming the curriculum feels.

### Monitoring and Evaluation

- Conduct regular audits of classroom displays, books, and resources for representation and inclusivity.
- Track pupil engagement and participation to identify groups that may need additional support.
- Gather feedback from staff and families to inform continuous improvement.
- Review progress toward EDI objectives annually and update action plans accordingly.

### How success of the objective will be measured

- **Curriculum and resources reflect diversity and inclusion**, shown through mapped representation across subjects, audits of books and displays, and evidence of adapted, accessible materials.
- **High levels of pupil engagement and participation**, with all children confidently involved in learning and play, equitable participation in wider-school activities, and observed inclusive behaviours.
- **Improved progress and reduced barriers for all pupil groups**, demonstrated by assessment data, early identification processes, and strong outcomes for SEND, EAL, disadvantaged, and previously under-represented groups.
- **Consistent, skilled staff practice**, evidenced through strong CPD participation and lesson observations showing inclusive strategies applied across learning environments.
- **Positive pupil voice and sense of belonging**, with children expressing that they feel safe, valued, and able to talk positively about difference, fairness, and inclusion.

### Timeframe outline

Ongoing

Objective

<p><b>Staff Training</b></p>
<p>Rationale for this objective</p> <p>High-quality staff training is essential to creating an equitable, diverse, and inclusive school environment. In an infant school, where children are at a formative stage in their social and emotional development, the attitudes and behaviours modelled by adults play a powerful role in shaping how pupils understand themselves and others. Staff therefore need the knowledge, confidence, and skills to respond sensitively and effectively to the wide range of backgrounds, needs, and experiences within the school community.</p> <p>Children learn best when they feel valued, respected, and understood. Training supports staff in recognising unconscious bias, understanding cultural diversity, and identifying practices that may unintentionally disadvantage particular groups. It also equips staff to provide early and appropriate support for pupils with additional needs, such as SEND, speech and language challenges, or emotional regulation difficulties. When adults are well-informed and confident in their practice, barriers are reduced and all children are more able to access learning and participate fully in school life.</p>
<p>Actions required to achieve objective</p> <p><b>Provide Regular, High-Quality EDI and Inclusion Training</b></p> <ul style="list-style-type: none"> <li>• Schedule whole-staff training on equity, diversity, inclusion, unconscious bias, cultural awareness, and anti-discriminatory practice.</li> <li>• SENDCO to support the delivery of specific sessions on SEND, communication needs, early identification of barriers, and inclusive early-years pedagogy.</li> </ul> <p><b>Develop Staff Confidence in Recognising and Addressing Bias</b></p> <ul style="list-style-type: none"> <li>• Include practical scenarios in training to help staff identify and challenge bias, stereotypes, or exclusionary behaviour.</li> <li>• Pastoral Lead to train staff in using consistent restorative and supportive responses to incidents between pupils.</li> </ul> <p><b>Embed Inclusive Classroom Practice</b></p> <ul style="list-style-type: none"> <li>• Train staff on using inclusive language, modelling respectful behaviour, and creating emotionally safe learning environments.</li> </ul>

- Provide CPD on adapting activities, visuals, routines, and resources to meet a wide range of learning needs.

How success of the objective will be measured

- **Increased staff confidence and competence**, shown through surveys, self-evaluations, and staff discussions demonstrating stronger understanding of inclusive practice.
- **Consistent inclusive practice observed across the school**, evidenced in learning walks, observations, and classroom audits.
- **Effective and timely responses to incidents of bias or exclusion**, reflected in behaviour logs and reductions in repeated issues.
- **Improved pupil engagement, wellbeing, and access to learning**, particularly for SEND, EAL, and other vulnerable groups.
- **Clear evidence of ongoing, impactful CPD**, including high staff participation, positive feedback, and training that evolves based on identified needs.

Timeframe outline

Trust wide training November 2025. Ongoing thereafter

Objective

**Community Engagement**

Rationale for this objective

Strong community engagement is essential in an infant school because children's sense of identity, belonging, and wellbeing is shaped not only by their school experiences but also by the families, cultures, and communities that support them. When the school builds positive, trusting relationships with families, it gains valuable insight into children's backgrounds, languages, lived experiences, and unique strengths. This understanding helps staff tailor learning, remove barriers, and create an environment where every child feels recognised and valued. Engaging with the wider community also enriches the curriculum by bringing diverse knowledge, traditions, and perspectives into the classroom, helping children develop respect, curiosity, and appreciation for the world around them.

A commitment to community engagement ensures that families are active partners in their children's education and that communication is accessible, inclusive, and responsive to different needs. When families feel welcomed and involved, they are more likely to share information, participate in school life, and collaborate in supporting their child's development. Involving community members—such as local organisations, cultural groups, and role models—further strengthens inclusion by showing children that their own identities and those of their peers are valued beyond school. This collaborative, community-centred approach fosters a strong sense of belonging for all pupils and helps the school advance equity, diversity, and inclusion in meaningful, sustainable ways.

Actions required to achieve objective

### **Build Strong, Trusting Relationships With Families**

- Create welcoming opportunities for families to visit the school (e.g. Community Friday, curriculum showcases, open mornings).
- Establish regular, two-way communication using accessible formats—plain language, translations, visuals, or verbal check-ins.
- Provide induction sessions for new families to introduce routines, support services, and the school's inclusive ethos.

### **Ensure Communication Is Inclusive and Accessible**

- Use multiple communication methods (newsletters, texts, videos, visual timetables) to meet varied needs.
- Offer translation, interpreter support from EMAS, or bilingual staff where possible to include families with EAL.
- Provide flexible meeting options (in-person, phone, online) to ensure all families can participate.

### **Involve Families in the Curriculum and School Life**

- Invite parents and carers to share cultural traditions, languages, skills, and stories that enrich classroom learning.
- Celebrate community events and diverse festivals with family involvement, ensuring representation across the school population.
- Encourage family input into curriculum themes, resources, and displays.

### **Strengthen Community Partnerships**

- Work with local organisations, libraries, cultural groups, early years settings, and health services to support children and families.
- Invite community members or local role models to participate in assemblies, workshops, and classroom activities.
- Participate in community events that reflect the identities and interests of the school's families.

### **Ensure Representation and Inclusion in Decision-Making**

- Develop opportunities for families to contribute to school improvement, such as through surveys, forums, or parent working groups.
- Ensure representation from diverse families in consultation processes and PTA.
- Gather regular feedback from families to understand barriers and adjust approaches accordingly.

### **Monitor Engagement and Participation**

- Track participation in school events, workshops, and meetings to identify groups that may need additional outreach.
- Use parent/carer voice tools to understand whether families feel welcomed, respected, and included.
- Review community engagement actions and adapt them to meet changing school needs

### **How success of the objective will be measured**

- **Families feel welcomed, informed, and included**, demonstrated through surveys, informal feedback, and high levels of positive engagement with school communication.
- **Strong and diverse family participation** in school events, workshops, and curriculum activities, with participation rates monitored across different demographic groups.
- **Inclusive and accessible communication**, evidenced by the consistent use of translations, visual supports, flexible meeting formats, and positive feedback from families with varied needs.

- **Active community partnerships** with local organisations, cultural groups, and services, shown through joint activities, shared events, and contributions to the curriculum.
- **Representative and meaningful family voice**, with diverse families contributing to consultations, decision-making groups, or feedback processes, and evidence that their input leads to improvements.

Timeframe outline

Induction in July and across the year.