

Diversity, Equality, Equity, Inclusion Action Plan 2024 – 27 for Trumpington Park Primary

Area of focus	Delivery (High Quality Learning Environment)	Leadership (Pursuit of Excellence)	Impact (Achievement for All)	Experience (Valuing People and Extending Boundaries)
Bullet point why you have chosen your objectives, linked to the protected characteristic selected, as the priority for your school.	To ensure that cultural diversity, reflective of the school community, is embedded across the taught curriculum and opportunities to extend this beyond the school grounds are provided through the learning sequences. To continue to ensure that resources used across the school reflect the diverse nature of our context.	To continue to promote diversity and equal opportunities through all leadership activities.	To ensure the PSHE curriculum is implemented robustly so that children have a strong understanding of diversity, equality and inclusion.	Embed the PLEDGES across the school ensuring that they are reflective of the protected characteristics and provide opportunities to work with others, learn from others and connect with peers.
Outline how you will achieve your DEEI objectives. <i>The populated box are examples you may wish to use, but do not have to.</i>	<i>Build cultural diversity in the locality into all shared planning across the school and hub. Ensure that opportunities to bring or explore the wider area, varied locations and hear from volunteers and experts are utilised to enhance the learning sequence.</i> <i>Annual auditing of resources to ensure that we are reflecting our context as well as the national context.</i> <i>Keeping connections with the library services and PSHE team to purchase newly developed resources for the protected characteristics to support children's learning and welfare.</i>	<i>Ensure an understanding of diversity and equal opportunities is promoted through the assembly and collective worship calendar.</i> <i>Ensure that opportunities for learning outside the classroom and extra-curricular activities are diverse in their nature.</i> <i>Provide support for families to access clubs and extra-curricular opportunities when individual circumstances may mean that they are more marginalised in their take-up.</i>	<i>To provide staff training around high quality PSHE learning with specific reference to units linked to diversity, equality and inclusion.</i> <i>To use the Cambridgeshire PDP scheme to provide high quality planning and resources.</i> <i>To ensure subject leaders monitor the teaching of PSHE in the classrooms.</i> <i>To ensure PSHE leaders monitor the assessments of units linked to equality, diversity and inclusion.</i> <i>To engage children in pupil voice tasks to assess their understanding of equality,</i>	<i>Embed the PLEDGES in all year groups.</i> <i>Extend the PLEDGES to ensure there are opportunities to work within our local context.</i> <i>Ensure the PLEDGES embed opportunities to bring in work and understanding across a range of the protected characteristics.</i> <i>Include in the PLEDGES experience of diversity through the people that children engage with and the range of experiences they are given.</i>
Identify each term over a 2 year timeframe and who is Leading each objective	SLT, PSHE Subject Leaders and LoTC leaders	SLT	SLT and PSHE Subject Leaders	SLT and PLEDGES Lead