

## Objectives for 2023-2027

Priority	Actions	Responsibility	Review
Stakeholder needs are considered when developing policies and procedures to ensure a zerotolerance approach to prejudice behaviour in staff and pupils.	<ul style="list-style-type: none"> <li>• School Behaviour policy updated yearly, following robust review by all staff.</li> <li>• Outside agency involvement used to ensure the policy is evaluated in the context of equality and diversity.</li> <li>• Establish a Parent Forum, to ensure that the views of stakeholders are shared.</li> </ul>	DM, RCH	<ul style="list-style-type: none"> <li>• Policy reviewed, through collaboration of all staff, ratified by governors and shared with school community. (Oct 25)</li> <li>• Policy review schedule amended to align updates. (Sept 24)</li> <li>• Schoolsweb (Bucks County Council) used to ensure school and local authority policies are aligned.</li> </ul>
To ensure that areas of teaching and learning are inclusive to all pupils and curriculum aims are achieved by all pupils.	<ul style="list-style-type: none"> <li>• See Equality, Diversity &amp; Inclusion Summary document.</li> <li>• Resources (including human) are deployed effectively, to ensure specific needs are met.</li> <li>• Support plans (including EHCPs) are assigned.</li> <li>• Quality First Teaching is implemented as a standard expectation, across all schools.</li> </ul>	Subject leaders	<ul style="list-style-type: none"> <li>• Staff are deployed to meet the individual needs of the children. (Re-deployment Sept 25)</li> <li>• All SEN support plans and EHCPs are reviewed in accordance with approved timescales. (Termly)</li> <li>• Summary document identifies all aspects of diversity within school activities. (Reviewed Oct 25)</li> </ul>
To further develop the parental voice.	<p>Opportunities for parental engagement to include;</p> <ul style="list-style-type: none"> <li>• Consultation evenings</li> <li>• Coffee Mornings</li> <li>• Professional workshops</li> <li>• Friends Association</li> <li>• Governing Board</li> <li>• Assemblies</li> <li>• Career Day</li> <li>• Stay &amp; Play sessions</li> <li>• Open mornings</li> <li>• Sports Day</li> <li>• Performances</li> <li>• Parent forum</li> </ul>	DM, TT, RCH	<ul style="list-style-type: none"> <li>• Parent attendance at consultation evenings remains high. (Those not making appointment contacted by teachers)</li> <li>• Coffee mornings for SEND related issues took place, with mixed levels of attendance. (Termly from Summer 24)</li> <li>• Parent attendance when invited to Celebration Assemblies is high. (Fridays)</li> <li>• Stay &amp; Play sessions well attended.</li> <li>• EYFS &amp; KS1 DT and KS2 DT sessions supported by parents.</li> </ul>

			<ul style="list-style-type: none"> <li>• Sports Day very popular, with most children having someone supporting them.</li> <li>• Career Day (Sum 24) cancelled due to lack of interest from parents.</li> <li>• Parent Forum (24-25) well attended to review homework procedure/expectation.</li> <li>• Friends continue to arrange successful events and support the school with donations.</li> <li>• SEND review procedure amended to provide more focused meetings, gaining insight from all stakeholders. (Spring 26)</li> </ul>
To ensure accessibility for all, across the three sites.	<ul style="list-style-type: none"> <li>• Accessibility Plan in place.</li> <li>• Health &amp; Safety audits completed.</li> <li>• Risk assessments completed for all off-site activities and those involving increased risk.</li> <li>• Adaptations made to site, as required by the needs of the school community.</li> </ul>	DM, TT, RCH	<ul style="list-style-type: none"> <li>• H&amp;S audits completed across all sites, supported by governors. (Termly)</li> <li>• Local authority H&amp;S audit completed. (Jan 26)</li> <li>• School sites continue to be accessible for all. Further adaptations completed at Swanbourne for child with visual impairment. (July 25)</li> <li>• Ramp installed to remove step into hall at Swanbourne. (Summer 25)</li> </ul>
To provide pastoral support/ interventions to all who require them.	<ul style="list-style-type: none"> <li>• Children requiring support identified.</li> <li>• Support plans created.</li> <li>• Interventions delivered.</li> <li>• Programme monitored.</li> <li>• Reviews completed.</li> <li>• A.Temple timetabling considered to maximise impact.</li> </ul>	DM, TT, RCH, AT, teachers	<ul style="list-style-type: none"> <li>• Staff adhere to timescales for support plans - termly.</li> <li>• A.Temple continues to work with specific children across all school. Timetable changes regularly, to meet need.</li> <li>• Alternate provision placements established for; 3 children (2023-24), 1 child (2024-25), 2 children (2025-26)</li> </ul>

			<ul style="list-style-type: none"> <li>• Therapeutic alternate provision placements established for; 3 children (2023-24), 1 child (2024-25), 1 child (2025-26).</li> </ul>
To ensure that the curriculum is broad and balanced and that it reflects equality and diversity.	<ul style="list-style-type: none"> <li>• See Equality, Diversity &amp; Inclusion Summary document.</li> <li>• Subject Leaders complete curriculum audit for their subject area.</li> <li>• Class teachers ensure that planning covers all curriculum statements.</li> </ul>	Subject leaders	<ul style="list-style-type: none"> <li>• Curriculum is broad and balanced, as observed by teachers, subject leaders, SLT, SIAMS (Mursley &amp; Swanbourne – June 24) and Ofsted (Swanbourne – May 24).</li> <li>• Inclusion Quality Mark awarded. (April 25)</li> </ul>
To promote cultural understanding and awareness.	<ul style="list-style-type: none"> <li>• National and International Days marked by events.</li> <li>• Assemblies used to develop children’s awareness and understanding.</li> <li>• PSHE, RE, History and Geography lessons used to further study cultural diversity.</li> <li>• Newsround watched (KS2) to develop awareness of events affecting people in different areas and from different backgrounds.</li> </ul>	DM, SC, teachers	<ul style="list-style-type: none"> <li>• National/International Days identified and mentioned to children.</li> <li>• Shine Day used to reflect on cultures around the world. (1st Friday of school year.)</li> <li>• Selection of books focusing on diversity purchased with proceeds from sponsored reading event. (July 24)</li> <li>• Diversity section of school library established. (Summer 24)</li> <li>• Collective worship used to inform children of different cultures and customs (occasionally led by children).</li> </ul>

Last updated: March 2026

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