



The Trent-Rylands Federation

Trent Vale Infant and Nursery & Beeston Rylands Junior School



Equality Action Plan Rationale for Objective 1: Behaviour of a very small number of pupils was identified as an area for development by Ofsted at Beeston Rylands Junior School in November 2023. This was predominantly boys. When analysing behaviour records at TV and BRJS it is predominantly boys that find it difficult to self-regulate. We want to ensure that children understand their own emotions and learn to regulate them. We want teachers to understand the underlying reasons for a child's behaviour. Protected characteristics covered: Gender	Success Criteria <ul style="list-style-type: none">Trauma based / relational approach is understood by SLT and introduced to staffChildren who exhibit regular red/yellow behaviour are identifiedChildren will have time with a key adult to talk about possible reasons for their behaviour.Clear and prioritised targets will be set together.Weekly meeting between SLT and identified pupil to break any negative cycles (early individualised support).A joined up response to support the pupil will result in the pupil showing reduced difficult behaviourOpen channels of communication keep parents up to dateReferrals to outside agencies for support will support staff and parents to help individual pupilsStaff show understanding of why children exhibit difficult behaviour and support appropriately	Governor Involvement Nominated link governor- equality & inclusion Focused governor visits Finance Committee (oversight of training & resource budget)	Monitoring & Evaluation Methods Review of this action plan (termly) Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews. Through conversations with children (pupil voice questionnaires)	Reporting Progress School SEF School Improvement Plan Head Teacher Report to Governors Link Governor Visits
Objective 1: To improve the self-regulation for boys so that they are able to engage positively with all aspects of school life.				
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
SLT to attend training "Building relational schools"	Autumn 2 CT Spring 2 JB and SO	SLT	3 staff on behaviour course – disseminate to staff.	Cost of course x3
To continue to check behaviour and lunchtime charts on a weekly basis.	Academic year	SLT	Behaviour logs per week analysed by HT – acted upon	Budget to be identified for staff meetings
To arrange appointments for teachers (then SLT) to speak to parents in order to work together	As and when	SLT Class teachers	Appointments in/after the school day	Cover for teachers
To ensure that key children who struggle with their behaviour can be identified by all staff and supported.	Autumn 2025 onwards	All staff	Staff meetings dedicated to behaviour	Budget to be identified for resources
Future Developments Re write a relational behaviour policy and introduce to staff Autumn 1 2025 – admin day + Inset	Autumn 2025	SLT then all staff	Admin Day + Inset Autumn 2025	n/a



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Equality Action Plan Rationale for Objective 2: Teaching protected characteristics at infant level in particular is difficult. We currently have a strong focus on teaching our school values and children understand how to be kind and show respect. However we would like to be more explicit via assemblies and staff knowledge with regard to protected characteristics. We need a review of our PSHE/RSE teaching – Jigsaw – and as part of our PHSE, RSE, and assembly programme to ensure it is specifically relevant to our children in today's world. . Teaching around the equality act/protected characteristics is easier at Key Stage 2 level but an actual assembly program would be of benefit – we have started to look at Picture News, No Outsiders. Pupil voice at Key Stage 2 shows that children know and can talk about the PC but a progressive approach from infant to junior is needed. Protected characteristics covered: All	Success Criteria Children can articulate the equality act and the 9 protected characteristics – age levels Children understand about discrimination and why we shouldn't do this Children are able to link our own values with the protected characteristics	Governor Involvement Nominated link governor- equality & inclusion Focused governor visits Finance Committee (oversight of training & resource budget)	Monitoring & Evaluation Methods Review of this action plan (termly) Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews. Through conversations with children (pupil voice questionnaires)	Reporting Progress School SEF School Improvement Plan Head Teacher Report to Governors Link Governor Visits
Objective 1: To increase children's awareness of the Protected Characteristics and increase staff and children's use of appropriate terminology when teaching these.				
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
To write an assembly rota (with resources) to teach the protected characteristics	Summer 2025 / Autumn 2025	CT and JB	INSET	SLT time
To use staff meeting time to disseminate information about the protected characteristics to all staff	Autumn 2025	SLT	SM x 1 termly Morning meetings discuss	Staff meetings/Inset day
To ensure staff are confident in supporting teaching of the protected characteristics + resources	Autumn 2025	SLT	SM SM x 1 termly Morning meetings discuss	Staff meetings/Inset day
To review the Jigsaw PSHE scheme of work	Summer 2025	SLT	SLT day Holiday Happy Minds SCARF	SLT day
Future Developments				



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Equality Action Plan Rationale for Objective 2: The school community is changing. 30 % of our children in Nursery are EAL. In KS1 21 % of Monitor the school community. Work with children and parents to develop ideas and activities. Curriculum development can be evidenced. To ensure that the families are well supported when they join our school. children in main school are EAL. In KS2 26% of children are EAL. Protected characteristics covered: All	Success Criteria Resources / Books and topic themes will be reflective of all our children and their families. The assembly timetable will ensure that festivals and celebrations from all cultures are firmly embedded. Pupils will be able to talk about a range of festivals and know the similarities between them.	Governor Involvement Nominated link governor- equality & inclusion Focused governor visits Finance Committee (oversight of training & resource budget)	Monitoring & Evaluation Methods Review of this action plan (termly) Monitor curriculum/lesson plans termly to ensure that books / resources are fully representative of the diversity within our school. Learning walks, book looks and environment reviews. Through conversations with children (pupil voice questionnaires)	Reporting Progress School SEF School Improvement Plan Head Teacher Report to Governors Link Governor Visits
Objective 1: To ensure that our EAL children are represented well within school.				
Actions	Timelines	Staff responsible	Resources-Time/CPD	Resources-Financial
Review core story books. Ensure that role models are established.	Summer 2025 / Autumn 2025	English leads	Day	order new books
To audit and review curriculum topic studied to ensure that there is a fair representation of cultural diversity within the learning material.	Termly	Subject leads	SL time	Resources as necessary
To audit the displays in school and ensure that there is fair representation of all children in school.	Autumn 2025	SLT	SM x 2	Staff meetings/Inset day
Assembly timetable will be reviewed and planned carefully considering current cohorts.	Start Autumn 2025 then termly	SLT	SM Termly	Staff meetings/Inset day
Actively invite parents into school to share home experiences and celebrations	Termly	RE coordinator	News letter	
Future Developments				