



Equality Objectives Statement Action Plan

Written: July 2026

To be reviewed: every 4 years

Dealing with prejudice

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Some groups of pupils, including disadvantaged pupils, pupils with SEND and those from minority backgrounds, may not achieve as well as their peers.	Monitor and reduce attainment and progress gaps through targeted teaching, intervention and pastoral support.	Pupil progress data is analysed termly by protected characteristics where appropriate. Targeted interventions demonstrate measurable impact. Governors receive regular reports on outcomes for vulnerable groups. Achievement gaps reduce over the lifetime of the Equality Objectives.	Head Teacher Class Teachers SLT	All groups make significant progress from their starting points. The attainment gap between disadvantaged and non-disadvantaged pupils narrows.	Termly

The curriculum may not be reflective of all groups of pupils and pupils may struggle to see themselves represented in the resources or the lessons.	Ensure that curriculum offers continues to celebrate a diverse range of both historical and present-day individuals that are representative of the pupil population	Curriculum maps are reviewed annually to ensure diverse representation across all subjects. Pupils encounter a wide range of authors, historical figures, scientists, artists and role models from different backgrounds. Diversity is embedded throughout the curriculum rather than being limited to themed events.	Curriculum Leaders Subject Leaders	The curriculum reflects and celebrates the diversity of the school community and wider society, ensuring that all pupils see themselves and others represented positively. Pupil voice demonstrates that children feel valued, included and represented within all aspects of school life. Pupils speak confidently about diversity, equality and inclusion, demonstrating an understanding of their rights, responsibilities and the importance of respecting others.	Termly
Pupils may experience discrimination, prejudice or stereotypes based on protected characteristics.	Foster an inclusive culture where diversity is celebrated and all members of the school community feel respected, safe and valued.	Any incidents of discriminatory language or behaviour are recorded, addressed promptly and monitored for patterns. Children are explicitly taught about discrimination through the PSHE Curriculum.	Curriculum Leaders Subject Leaders Senior Leaders Head Teacher	The curriculum reflects a diverse range of cultures, families, abilities and role models. Assemblies and PSHE lessons promote equality, inclusion and British values. Pupils demonstrate understanding of protected characteristics through pupil voice activities.	Termly

Celebrating diversity

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Diversity should be recognised and celebrated consistently rather than through isolated events.	Provide meaningful opportunities throughout the year for pupils to learn about and celebrate the diversity of the school community, the United Kingdom and the wider world.	Assemblies schedule. Important dates reflect a variety of celebrations. Curriculum Lead reviews curriculum maps to ensure diversity is recognised and celebrated across the curriculum.	Curriculum Lead Head Teacher PSHE Lead	Assemblies, themed weeks and curriculum enrichment activities celebrate a broad range of cultures, beliefs and experiences. Pupils participate in activities that promote understanding, respect and inclusion. The school calendar reflects a range of cultural and religious celebrations where appropriate.	Termly
Pupils need a secure understanding of equality, diversity and respect in order to prepare them for life in modern Britain.	Teach pupils about the protected characteristics in an age-appropriate way, promoting respect for differences and challenging prejudice and stereotypes.	PSHE, Relationships Education and assemblies include planned opportunities to explore equality, diversity and respect.	PSHE Lead Head Teacher	Pupils demonstrate increasing understanding of fairness, inclusion and respectful behaviour through discussions and pupil surveys. Incidents involving discriminatory language or behaviour reduce over time and are addressed promptly.	Termly
The school benefits from recognising and valuing the experiences and backgrounds of its	Increase opportunities for families and the wider community to contribute to and celebrate the school's diverse culture.	Continue to develop links within the community.	Curriculum Lead Head Teacher PSHE Lead	Parents and carers are invited to share cultural traditions, languages, occupations or experiences where appropriate.	Termly

families and local community.				Community links are developed to enrich pupils' understanding of diversity. Feedback from families indicates that they feel welcomed, respected and included within the school community.	
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Facilitating equality in the workplace

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The school is committed to ensuring that all recruitment, promotion and professional development opportunities are fair, transparent and free from discrimination.	Ensure that employment practices promote equality of opportunity for all applicants and staff, regardless of protected characteristics.	Safer Recruitment up-to-date for all staff involved. Training modules on VWV are completed by the deadline.	SBM Head Teacher DSLs	Recruitment and selection processes follow safer recruitment guidance and equality legislation. Selection panels receive appropriate training in fair and unbiased recruitment practices. Professional development opportunities are communicated openly and are accessible to all staff. Recruitment and workforce data are reviewed periodically to identify any trends or barriers.	Annually
Some staff may require reasonable adjustments or flexible working arrangements due to disability, caring responsibilities, pregnancy, religion or other individual circumstances.	Foster an inclusive working environment by considering reasonable adjustments and flexible working requests fairly and consistently.	Flexible working requests are considered in accordance with school policies and employment legislation. Risk assessments are put in place as and when. Referrals to OH are carried out in agreement with employees.	SBM Head Teacher	Reasonable adjustments are implemented promptly where appropriate. Staff report that they feel supported in balancing work and personal responsibilities. Workplace practices are reviewed regularly to minimise unnecessary barriers.	As needed

Ongoing professional development is required to ensure staff understand their responsibilities under equality legislation and can promote inclusive practice.	Provide regular training to all staff on equality, diversity, inclusion and unconscious bias.	All staff to complete relevant training modules by set date. Ongoing training at staff meeting and Inset Days to provide any updates or refreshers.	SBM Head Teacher	Equality and diversity training forms part of induction for all new staff. Existing staff receive regular refresher training. Staff demonstrate confidence in applying inclusive practices within their roles. Equality considerations are embedded within school policies and decision-making.	Annually
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Enabling representation

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Pupils benefit from seeing a wide range of people, experiences and perspectives represented throughout their education, helping them to develop an understanding of the diverse society in which they live.	Embed diverse representation across all curriculum areas so that pupils encounter a broad range of voices, experiences and achievements throughout their learning.	Curriculum reviews identify opportunities to include diverse authors, historical figures, scientists, artists, athletes and community leaders. Representation is embedded throughout the year rather than limited to awareness days or themed events. Subject leaders monitor curriculum content to ensure diversity is meaningful and authentic.	Head Teacher Curriculum Lead	The curriculum reflects and celebrates the diversity of the school community and wider society, ensuring that all pupils see themselves and others represented positively. Pupil voice demonstrates that children feel valued, included and represented within all aspects of school life. Pupils speak confidently about diversity, equality and inclusion, demonstrating an understanding of their rights, responsibilities and the importance of respecting others.	Termly
Leadership and governance should reflect the needs and perspectives of the wider school community and encourage participation from people with	Encourage diversity within leadership, governance and school decision-making by removing barriers to participation and promoting inclusive recruitment practices.	Governor recruitment considers the breadth of skills, experiences and perspectives needed to represent the school community. Vacancies are advertised widely to encourage applications from a diverse range of candidates. Governors review the composition of the governing	SBM Head of Governance Head Teacher	A diverse workforce.	As needed but at least annually

diverse
backgrounds and
experiences.

board periodically to identify
any gaps in representation.
Leadership opportunities
within the school are promoted
fairly and transparently.

Supporting inclusion

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Physical, sensory or communication barriers may prevent some pupils, staff, parents or visitors from fully accessing all aspects of school life.	Continue to improve the accessibility of the school environment, curriculum and communication to ensure equitable access for all members of the school community.	The Accessibility Plan is reviewed annually and actions are implemented within agreed timescales. Reasonable adjustments are made promptly for pupils, staff and visitors with disabilities. Learning materials and school communications are available in accessible formats where required. Premises are regularly audited to identify and address barriers to access.	Site Manager Head Teacher SENCo School Office Team	All pupils, staff and visitors are able to access all aspects of school life.	Annually
Pupils have a wide range of learning needs and may require different approaches to access the curriculum successfully.	Deliver high-quality, inclusive teaching that enables all pupils, including those with SEND, disabilities and other additional needs, to achieve their potential.	All lessons show clear adaptation and variation. Teachers to complete PLPs each half term, and review. Weekly Inclusion Meeting to discuss key children.	Head Teacher SENCo Class Teachers	Teachers use adaptive teaching strategies to meet the needs of all learners. Appropriate interventions and support are implemented and regularly reviewed. Pupil progress is monitored to identify and address any emerging inequalities. Staff receive ongoing training in inclusive classroom practice.	Through regular half termly monitoring

Some pupils and families may face barriers to participating fully in educational visits, clubs, enrichment activities or wider school events.	Ensure all pupils have equitable opportunities to participate in the full life of the school by identifying and removing barriers to engagement.	Educational visits and extracurricular activities are planned with accessibility and inclusion in mind. Financial, physical or communication barriers are considered during planning. Participation rates are monitored to identify any groups that may be underrepresented. Individual support and reasonable adjustments are provided where appropriate.	EVC Co-ordinator PE Lead DHT Head Teacher	All children have fair access to clubs, visits and wider school events.	Termly
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Additional equality objectives

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review