



Equality objectives statement action plan

Written: January 2026

To be reviewed: every 4 years

Dealing with prejudice

[In this section, identify concerns regarding prejudice-related incidents and outline the procedures your school has put in place to manage them. Rather than identifying how your school tackled specific incidents, your action plan should take a preventative approach, covering how the likelihood of similar incidents happening in the future will be reduced – for example, considering how your handling of a specific incident of racist bullying informs your approach to tackling prejudice-related bullying overall. An example is provided below.]

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
A number of recent prejudice incident reports have indicated that racist language is being in the school during unstructured	To ensure pupils understand why racist language is ok. appropriately sanctioned if they are perpetrators; and are supported if they are victims.	To improve teaching around prejudice and bullying, with racism specifically being addressed – this will be done via assembly theme around prejudice inclusive of use of racist language in Spring term and for this to a standing assembly item annually.	The headteacher and PSHE teachers.	The number of prejudice-related incidents of racist language will decrease significantly.	To be reviewed in the Summer and Autumn terms.

periods of the school day.		To improve training for staff in how to handle incidents of racist language and support victims – this will be enacted as soon as possible.			
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Celebrating diversity

[In this section, identify concerns related to diversity at your school and how it is celebrated. When reflecting on demonstrations of how your school is celebrating diversity, you should examine any potentially neglected groups within this – for example, considering whether your school’s celebrations of gender diversity are intersectional and trans-inclusive. Examples are provided below.]

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The ensure that curriculum offers continues to celebrate a diverse range of both historical and present-day individuals that are representative of the pupil population.	To ensure that the school celebrates a diverse range of both historical and present-day individuals that represent the pupil population.	To ensure that individual classes experience a diverse range of pioneers across their school experience.	The Senior Leadership Team.	Tracking of individual classes shows that they have experienced a wide range of pioneers across their school experience.	To be reviewed annually
	To ensure that themed weeks e.g., BHM, British Science Week celebrate individuals that are representative of the pupil population.	Planned themed weeks are reviewed each year.	Relevant curriculum Leads.	There is clear evidence of a diverse range of individuals being celebrated within themed weeks.	To be reviewed annually.

Facilitating equality in the workplace

[In this section, identify concerns related to equality amongst your staff and outline the procedures your school has put in place to facilitate this. Specific incidents of discrimination should be covered in the 'Dealing with prejudice' section above, while this section should instead examine concerns related to staff equality overall – for example, considering whether any school procedures indirectly discriminate against staff with certain protected characteristics. Examples are provided below.]

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Not all line managers have a good understanding of the HR processes in place to ensure indirect discrimination is mitigated against e.g., risk assessments to support with a protected characteristic / illness.	All line managers to understand how to move forward with supporting an employee using the appropriate HR process should they disclose a health concern or disability.	Training to take place in Aug 2026 INSET for all line managers. All new starters to have risk assessments in place (where necessary) and these are shared with all appropriate staff,	Headteacher, HR	Wellbeing surveys show staff feel supported. All line managers have received the training they need to support the staff they line manage.	Summer 2027

Enabling representation

[In this section, identify concerns related to the diversity of representation in your school and outline how it is enabled. It is important to ensure any actions taken avoid 'tokenistic' representation, and instead build diverse representation into the fabric of your school – for example, considering whether the composition of your SLT or governing board is representative of the diversity in your school community. Examples are provided below.]

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The demographic of the pupil population is 59% Minority Ethnic Background. The demographic of the staff population is 80.5 % White British or White Other.	To ensure the school staff ethnicity is more representative of the pupil population.	Undertake an analysis of recruitment data and trends with regard to race, gender and disability by September 2026	HR and Senior Leadership Team	To support us to understand and address any in-house cultural bias in relation to our recruitment process. To ensure we use this information to inform our recruitment processes moving forward.	Summer 2028

Supporting inclusion

[In this section, identify concerns related to inclusion within your school community. You should outline how your school mitigates the possibility of direct and indirect discrimination to ensure all members of your community can access all elements of school life, without being unfairly excluded – for example, considering how the premises can be adjusted to improve access for disabled pupils and staff. Examples are provided below.]

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The school has a higher than National Average number of children at both School Support and with an EHCP. The majority of children are on the SEND register for a hidden disability. Not all children have a sound understanding of hidden disabilities and this is reflected through the number of identified friendship issues in the school.	To ensure all children and staff have a better understanding of hidden disabilities such as ASD, ADHD and SLCD	Assemblies to take place to address hidden disabilities to support children's understanding and tolerance for these differenced. Staff training around these disabilities to be a standing item on the CPD calendar. Appropriate interventions to be commissioned to support children with social communication difficulties to support them to manage friendships and social situations to the best	Headteacher and Senior Leadership Team.	All children understand that people can have disabilities that you cannot see and this can affect their communications. All staff have a good understanding of SLCD, ASD and ADHD and have a toolkit to be able to support children with these needs. Identified children access interventions to support them with their social skills during less structured times of the school day.	Annually.