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Equality objectives statement action plan

Written: June 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**
A number of recent Prejudice-related Incident Reports have indicated that racist and homophobic language is being used during unstructured periods of the school day.	Eliminate discriminatory incidents and strengthen inclusive culture through consistent whole-school approaches to behaviour, safeguarding and anti-bullying.	To improve teaching around prejudice and bullying this will be done via assembly in the Spring term and on the next PSHE 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.	The headteacher and PSHE teachers.	The number of prejudice-related incidents of racist bullying will decrease significantly.	To be reviewed in the Summer and Autumn terms.
	Strengthen whole-school understanding and response to	Deliver focused CPD for all staff on identifying, addressing and recording homophobic	All staff	The number of prejudice-related incidents of racist	To be reviewed in the Summer and Autumn terms.

	prejudice-related incidents by introducing a clear reporting, recording and restorative response process, with staff trained to recognise and intervene consistently.	language and prejudice incidents (including restorative responses). Regular monitoring of incidents (weekly review of prejudice-related incident reports) and targeted interventions for repeat offenders.		bullying will decrease significantly.	
	Foster positive relationships and awareness across protected characteristics by embedding targeted curriculum and enrichment activities (including assemblies, PSHE/RSHE, and IPC enrichment) that increase understanding and reduce prejudice for all year groups, with emphasis on KS2.	Run a KS2-focused pupil programme on language and respect during lunchtime/assembly slots (targeted workshops and role-play). Communicate expectations and zero tolerance to parents (newsletter, website, parent meeting).	All staff	The number of prejudice-related incidents of racist bullying will decrease significantly.	To be reviewed in the Summer and Autumn terms.

Celebrating diversity					
Identified concern, with evidence	**Equality objective**	**Actions for improvement, with timescales**	**Staff responsible**	**Success criteria**	**Review**
The children are not all able to articulate British values and protected characteristics	Objective 3 — Promote understanding of British values, protected characteristics and cultural awareness across the curriculum and community to foster positive relations and build SMSC development.	Plan a yearly programme of assemblies, workshops and events (including community links, visitors and multi-faith/heritage celebrations) that celebrate diversity and protected characteristics.	Relevant curriculum Leads.	Curriculum map explicitly showing protected characteristics and British values across year groups published by end of Term 1. At least three school-wide events per year that visibly celebrate diversity and protected characteristics with pupil involvement.	To be reviewed annually.
A small number of children are gender questioning and need support	Strengthen staff knowledge, confidence and practice to support gender-questioning and to deliver intersectional, age-appropriate learning about gender across the curriculum.	Update displays and learning materials to feature diverse role models (gender-diverse, races, abilities, socio-economic backgrounds) across year groups. Deliver staff training on gender diversity and appropriate language, including safeguarding considerations and record-keeping. Introduce a small team of trained staff as named 'pupil advocates' for gender-questioning pupils (drop-in or scheduled support).	Inclusion lead Family worker	Displays in classrooms and corridors in each KS show at least 3 new intersectional role models Named advocates available and publicised to pupils/families	To be reviewed annually.

Facilitating equality in the workplace					
Identified concern, with evidence	**Equality objective**	**Actions for improvement, with timescales**	**Staff responsible**	**Success criteria**	**Review**
As a 2FE maintained primary with 18.7% SEND pupils, 23.1% EAL and a mixed socio-economic intake (21.3% FSM), staff diversity and flexible working needs are likely varied. Ensuring staff policies are inclusive supports retention and consistent delivery of the curriculum, safeguarding and behaviour priorities.	Introduce a monitored, transparent reasonable adjustments and workplace support process so staff with protected characteristics (including disability, pregnancy/parental status, faith needs, caring responsibilities, gender identity) can access timely support without detriment.	Create an accessible adjustments log Train line managers and HR on supporting adjustments conversations and on avoiding unconscious bias.	HR	100% of reasonable adjustment requests acknowledged within 5 working days, decision or interim plan within 20 working days. Staff completed VWV EDI module	Annually
	Build inclusive leadership and governor oversight through EDI (equality, diversity and inclusion) evidence-based monitoring (data, staff voice, training, and impact reporting) so school practice is regularly checked for indirect discrimination and bias.	Agree a small set of EDI measures to monitor termly Establish a staff EDI working group Share trust EDI newsletters	EDI working group	EDI working group formed Trust EDI newsletters shared	Annually

Enabling representation					
Identified concern, with evidence	**Equality objective**	**Actions for improvement, with timescales**	**Staff responsible**	**Success criteria**	**Review**
Composition of governing board does not representative the diversity in your school community	Increase representation on School Board to better reflect school community diversity	Set representation targets Review and adjust appointment processes for co-opted governors to reduce barriers	Headteacher and Chair of Governors	Increase in representation At least one member of newly appointed co-opted governor identifies as having lived experience of EAL, FSM (as an adult) or SEND.	2027

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**
Consider how the premises can be adjusted to improve access for children with Visual impairment, ADHD or ASD	Adapt classrooms and communal spaces to reduce sensory overload and support concentration and regulation Actions	Undertake an accessibility audit focused on mobility and visual access (external approaches, entrances, corridors, playgrounds, classroom thresholds, ramps, handrails, contrast and tactile cues). Create a sensory-friendly pedestrian route between playgrounds and main building for quieter, lower-stimulation travel. Conduct sensory environment reviews in representative classrooms and key communal spaces (hall, dining, libraries) with SENDCo, VI specialist, OT and neurodiversity consultant.	Inclusion lead	Positive feedback from VI pupils, parents and staff Sensory environment reviews completed for all classrooms and key communal spaces Reduction in recorded sensory-related behaviour incidents / dysregulation episodes for pupils with ADHD/ASD All classrooms have a sensory toolkit and a designated calm space	annually

		Create and circulate a whole-school sensory toolkit and classroom checklist Develop and deliver staff training linked to TPA model on classroom environment adjustments for attention and regulation			
	Ensure that information and wayfinding are accessible to pupils and staff with visual impairment and neurodivergent needs	Audit current signage, printed materials, website content and digital communications for contrast, size, font, language simplicity and compatibility with screen readers. Co-produce accessible signage templates (high-contrast, large font, pictorial symbols) and tactile markers with pupils including those with VI and neurodiversity. Update key signage (entrances, toilets, halls, key corridors, classrooms) to the new template; add Braille/tactile where required.	Inclusion lead	Completion of signage and information audit within 2 months. All key wayfinding signage updated to accessible templates within 6 months.	

		Provide personalised information packs for pupils with VI and for neurodivergent pupils that set			

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