



## Equality objectives statement action plan – November 2024

Dealing with prejudice					
Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
A minority of our community have expressed some discriminatory or prejudiced opinions.	To develop a united community which celebrates diversity, values individuals and respects British values	<p>Continued annual training and induction on diversity and equality.</p> <p>To continually review the curriculum to ensure it is representative of different protected characteristics</p> <p>To include consistent positive communication in our school's language with our community</p>	The headteacher and class teachers.	Reduced frequency with which discriminatory or prejudice opinions are shared.	<p>November 2025 –</p> <p>Reduced frequency evident</p> <p>All staff completed training</p> <p>Curriculum has coverage</p> <p>Renewed vision communicated and contributed to by all stakeholders</p> <p>Pupil parliament, CREW and Eco groups are representative of our school cohort and includes members with different heritages.</p>

		<p>To renew and communicate the school's vision and ensure that this is shared with parents.</p> <p>Where specific people are identified as sharing prejudicial or discriminatory opinions, a conversation will be held linked to the school's vision and British values.</p> <p>Ensure that pupil leadership groups are representative</p>			
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**Celebrating diversity**

<b>Identified concern, with evidence</b>	<b>Equality objective</b>	<b>Actions for improvement, with timescales</b>	<b>Staff responsible</b>	<b>Success criteria</b>	<b>Review</b>
Some children may not recognise or	To ensure that the significant strength of diversity is woven	Hold a diversity day to recognise and value the	RE lead Headteacher Deputy head	Pupils can understand and show respect for	November 2025 Diversity day held and enjoyed by the school. 26

value the benefits of diversity.	throughout the school's curriculum and school opportunities	contribution of diverse languages and cultures  Through monitoring, ensure that the planned curriculum is fully delivered		different cultures and articulate the benefits of diversity	languages spoken throughout the school.  Monitoring of the curriculum highlights strength of representation and value for diversity  British values and diversity woven throughout the collective worship sequence being delivered in school
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**Facilitating equality in the workplace**

<b>Identified concern, with evidence</b>	<b>Equality objective</b>	<b>Actions for improvement, with timescales</b>	<b>Staff responsible</b>	<b>Success criteria</b>	<b>Review</b>
Recruitment processes and or pay progression may discriminate against members of staff who are absent due to maternity leave	To ensure the school's HR procedures do not inadvertently discriminate against staff who are pregnant and/or on maternity leave.	To ensure that the school keeps in regular contact with those on maternity leave.  Ensure consistent sharing of communication with all staff regarding timelines and updated policies	The governing board and Senior leadership team	All staff receive regular communication regarding HR processes and are aware of appropriate timescales  Recruitment processes are reviewed to	November 2025  Staff members on maternity leave had regular keeping in touch meetings and arranged KIT days.  Flexible work requests were agreed and the school has adapted to support these requests

				ensure they uphold equality	
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**Enabling representation**

<b>Identified concern, with evidence</b>	<b>Equality objective</b>	<b>Actions for improvement, with timescales</b>	<b>Staff responsible</b>	<b>Success criteria</b>	<b>Review</b>
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Our school population is made up of around 10% Eastern European, but this is not reflected in the composition of the current governing board or our workforce.	To support the school's governing board and workforce becoming representative of the school's local community.	When recruitment opportunities arise for employment or governance, analyse the barriers of our Eastern European parents and community members in involvement or employment.	The chair of governors, SLT and full governing board.	All are presented with the opportunity to engage and participate in school life through employment or voluntary opportunities	<p>November 2025</p> <p>A larger proportion of our Eastern European parents work in shift work, making it more difficult to routinely engage in school governance.</p> <p>Three members of Education support staff have been recruitment who are white European. This is approximately representative of our school.</p>
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**Supporting inclusion**

<b>Identified concern, with evidence</b>	<b>Equality objective</b>	<b>Actions for improvement, with timescales</b>	<b>Staff responsible</b>	<b>Success criteria</b>	<b>Review</b>
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<p>Some areas of the school are more difficult to access by Wheelchair such as the school field and the PODS</p>	<p>To ensure all areas of the school are as accessible as possible for all members of the school community.</p>	<p>Pods to be relocated to ensure they can be accessed without a significant step.</p> <p>The field is accessible from the back entrance – but plans in place to develop a ramp from the south side playground onto the field</p>	<p>Headteacher and business manager</p>	<p>All areas of the school are wheelchair accessible</p>	<p>November 2025</p> <p>The pods will be relocated in January 2026</p> <p>Consideration for a ramp has taken place. However, the costs are deemed too significant at present given the fiscal circumstances of the school as the field can be accessed by those who use a wheelchair.</p>
<p>Children with SEN receive a higher proportion of consequences and behaviours associated with Special Educational Needs can be communicated as being naughty</p>	<p>To ensure that children with SEN have equal access and opportunity to school life</p>	<p>Adapt the behaviour policy of the school to provide sufficient flexibility for SEN children</p> <p>Document adaptations through pastoral support plans to enable success for pupils with SEN</p> <p>Provide training for all staff on classroom adaptations to support access for pupils with SEN</p>	<p>SLT and pastoral team</p>	<p>Pupils with SEN are supported to uphold the high expectations of behaviour through adaptations which recognise their individual needs and circumstances</p>	<p>November 2025</p> <p>Inclusive practice in the classroom regularly monitored to ensure SEN pupils can access and learn</p> <p>Reduced gap between formal consequences between those with and without SEN</p> <p>Significant reduction in suspensions and internal exclusions</p>
<p>Elements of school life can be less</p>	<p>Ensure that there are equitable opportunities</p>	<p>When arranging school visits linked to the curriculum staff to</p>	<p>SLT and pastoral team</p>	<p>Pupils with SEN are significantly and</p>	<p>November 2025</p>

<p>accessible for pupils with SEN:</p> <ul style="list-style-type: none"> <li>- Discos</li> <li>- Sports teams</li> <li>- School trips</li> <li>- Residential visits</li> <li>- School shows</li> </ul>	<p>available for pupils with SEN</p>	<p>consider accessibility and inclusion as a core.</p> <p>House system to be developed to support a greater sense of belonging for all pupils</p> <p>Inclusive house events arranged. E.g. photography competition, Tug of war which can be inclusive and do not require selection</p> <p>Staff to encourage and support those with SEN to take opportunities and be involved.</p>	<p>Class teachers</p> <p>Support staff</p>	<p>equitably involved in school life</p>	<p>Sports opportunities provided for pupils with SEN to represent the school</p> <p>Adaptations made to allow SEN pupils to participate through additional staffing and ear defenders</p> <p>House system formed and house captain elections show support for pupils with identified SEN</p> <p>Significant involvement of pupils with SEN in school shows.</p>
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