



Equality objectives statement action plan

Written: 2025

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-related Incident Reports have indicated that racist bullying is a problem in the school.	To ensure pupils understand why racist bullying is wrong; are 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 in the Autumn term and on the next PSHE day. To improve training for staff in how to handle incidents of racist bullying and support	The headteacher and PSHE teachers.	The number of prejudice-related incidents of racist bullying will decrease significantly.	To be reviewed in the Spring and Summer terms.

		victims – this will be enacted as soon as possible.			

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 school’s teaching on feminism focusses exclusively on white, cisgender female figures, rather than a diverse range of feminist voices.	To ensure that the school celebrates a diverse form of feminism that is intersectional and trans-inclusive.	To diversify teaching around feminism, including through teaching about feminist figures who are trans and/or part of an ethnic minority group, e.g. Laverne Cox and bell hooks – this will be done via assembly in the Autumn term and incorporated into the school’s PSHE curriculum.	The headteacher and PSHE teachers.	The school’s teaching on feminism will continue to cover key information already established in the curriculum, e.g. the Suffragette movement, while also teaching about a more diverse set of feminist figures.	To be reviewed in the next Autumn term.

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
An internal promotion decision was made while another candidate for the promotion was on maternity leave, leading to this member of staff not being considered for the promotion – this could be considered unequal treatment.	To ensure the school's HR procedures do not inadvertently discriminate against staff who are pregnant and/or on maternity leave.	To review how the school keeps in contact with staff on maternity leave and other forms of extended leave – this will be considered in the next governing board meeting at the end of the Autumn term.	The governing board and HR manager.	The school's HR procedures will be adapted to ensure staff on leave are given adequate contact during their leave and notified of any HR decisions affecting them, such as promotion opportunities.	To be reviewed at the end of the Summer term.

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 local area has a high proportion of Sikh families, which is reflected in the school's pupils, but not in the composition of the current governing board.	To ensure the school's governing board is representative of the school's local community.	To consider whether the current governing board is able to sufficiently represent the potential needs of Sikh pupils, e.g. in relation to religious observance, dietary needs and uniform, and if not, how this will be rectified – this will be considered in the next governing board meeting at the end of the Autumn term.	The chair of governors and full governing board.	The school's governing board will be able to account for the potential needs of Sikh pupils and families when making decisions.	To be reviewed in the governing board meeting at the end of the Spring term.

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 higher level of the playground is not wheelchair-accessible, which can prevent access for some pupils, staff and visitors.	To ensure all areas of the school are as accessible as possible for all members of the school community.	To facilitate wheelchair access to the higher level of the playground by building a new ramp – this will be done over the Autumn half-term.	The premises manager, SBM and contractors.	The higher level of the playground will be wheelchair-accessible via ramp.	To be reviewed after the Autumn half-term.

Additional equality objectives

[Use this section to outline any additional concerns and their related equality objectives.]

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