



Equality objectives statement action plan

Written: June 2026

To be reviewed: June 2030

Dealing with prejudice

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Very low number of recorded prejudice-related incidents, but limited diversity within the school means pupils may have fewer real-life opportunities to understand difference and challenge stereotypes.	To ensure all pupils understand prejudice, discrimination and respectful behaviour, and feel confident to challenge discriminatory language.	Deliver planned PSHE curriculum units on prejudice, discrimination and protected characteristics (ongoing annually). Deliver termly assemblies focused on respect, inclusion and anti-bullying (termly). Provide staff training on recording and responding to prejudice-related incidents (Autumn term, annually). Ensure consistent recording and follow-up of any incidents (ongoing).	Headteacher, PSHE Lead, DSL	All incidents are recorded and addressed appropriately. Pupil voice shows strong understanding of respect and inclusion. Any incidents remain rare and decrease over time.	Termly

Celebrating diversity

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Curriculum audit shows limited representation of diverse cultures, backgrounds and experiences due to relatively homogeneous pupil intake.	To ensure the curriculum reflects diverse identities and promotes understanding of different cultures, backgrounds and lived experiences.	Audit curriculum to identify gaps in representation (Autumn term annually). Increase use of diverse texts, role models and case studies across subjects (ongoing). Plan enrichment opportunities (visitors, themed weeks, cultural events) (at least termly). Gather pupil voice on representation and belonging (annually)	Curriculum Lead, SLT	Curriculum audit completed and updated annually. Increased diversity in curriculum plans and resources. Pupil surveys show high levels of belonging (≥95%).	Annually

Facilitating equality in the workplace

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Small staff team limits diversity; risk that equality awareness and inclusive practice are not consistently developed or refreshed.	To ensure all staff understand and consistently apply equality and inclusion principles in their practice.	Provide annual equality and inclusion training for all staff (Autumn term annually). Include equality considerations in performance management and CPD (ongoing). Review policies annually to ensure compliance with Equality Act (annually). Promote inclusive recruitment practices in line with trust policy (ongoing).	Headteacher, SLT, Governors	100% staff complete training. Staff demonstrate inclusive practice in teaching and interactions. Policies reflect current equality legislation.	Annually

Enabling representation

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Limited diversity within pupil and staff population may restrict opportunities for pupils to see themselves represented and to engage with different perspectives.	To ensure pupils experience diverse representation and have opportunities to participate fully in school life.	Monitor participation in clubs, trips and leadership roles to ensure equity (termly). Actively encourage all pupils, including quieter or vulnerable pupils, to take part (ongoing). Ensure diverse representation in curriculum materials and displays (ongoing). Consider diversity in recruitment and governance where possible (ongoing).	SLT, Subject Leads, Governors	All pupils participate in at least one enrichment activity annually. No identified group is underrepresented. Pupils report feeling represented and included.	Termly

Supporting inclusion

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Low SEND and pupil premium may lead to under-identification of need or limited monitoring of small groups.	To ensure early identification and effective support for all pupils, and equitable outcomes regardless of background or need.	Strengthen assessment and tracking systems to identify emerging needs early (ongoing). Termly pupil progress meetings to focus on SEND, disadvantage and vulnerable pupils (termly). Provide staff training on adaptive teaching and identifying hidden needs (annually). Engage external agencies where appropriate (ongoing).	SENCo, Headteacher	Timely identification of additional needs. No significant attainment gaps between groups (where cohorts allow). Pupils with additional needs make expected or better progress.	Termly

Additional equality objectives

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Need to ensure all pupils feel safe, valued and included in a small school context.	To promote pupil wellbeing and ensure all pupils feel safe, valued and able to participate fully.	Monitor wellbeing through surveys and pupil voice (annually). Deliver strong PSHE curriculum focused on wellbeing and inclusion (ongoing). Provide targeted pastoral support where needed (ongoing). Track behaviour and attendance to identify any patterns (termly).	DSL, SLT	High levels of reported pupil wellbeing (≥95%). Low levels of behaviour incidents. All pupils feel safe and included.	Annually