

## Equality Objectives Statement Action Plan

| Dealing with Prejudice                                                                                                                                                                    |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                             |                                                                                                                                                                 |                                                                                                                                                                                                             |                         |
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| Identified concern, with evidence                                                                                                                                                         | Equality objective                                                                                                                                                                                                                                    | Actions for improvement, with timescales                                                                                                                                                                                                    | Staff responsible                                                                                                                                               | Success criteria                                                                                                                                                                                            | Review                  |
| <p>A small number of prejudice-related reports, mainly in KS2.</p> <p>A small number of prejudice-related incidents amongst staff</p>                                                     | <p>To ensure that children understand that prejudice-related incidents are wrong. Perpetrators are taught and victims are supported.</p> <p>To ensure that staff have high quality training about prejudice and the negative effects it can have.</p> | <p>To improve teaching around prejudice-related incidents through PSHE and SMSC assemblies.</p> <p>To ensure that all children are represented through the curriculum, through resources, through councils and after school activities.</p> | <p>The Headteachers<br/>The Assistant Heads<br/>All teachers teaching PSHE<br/>All staff dealing with prejudice-related incidents<br/>All staff</p>             | <p>The number of prejudice-related incidents will decrease significantly</p> <p>To record all prejudice-related incidents on My Concern (staff and children) so that we can monitor a decrease/increase</p> | To be reviewed annually |
| Celebrating Diversity                                                                                                                                                                     |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                             |                                                                                                                                                                 |                                                                                                                                                                                                             |                         |
| Identified concern, with evidence                                                                                                                                                         | Equality objective                                                                                                                                                                                                                                    | Actions for improvement, with timescales                                                                                                                                                                                                    | Staff responsible                                                                                                                                               | Success criteria                                                                                                                                                                                            | Review                  |
| <p>The school's curriculum has too many white, cisgender males as protagonists in stories which form the basis of the curriculum.</p> <p>Y4 - 5/6 main texts + The Boy at the Back of</p> | To ensure that the school celebrates diversity through the curriculum, celebrating intersections and inclusion                                                                                                                                        | <p>To diversify teaching across the curriculum ensuring that it is evident on the long-term plans</p> <p>Ensure that protected characteristics are represented fairly</p>                                                                   | <p>The Headteachers<br/>The Assistant Heads responsible for curriculum<br/>All teachers planning curriculum<br/>English Lead<br/>History Lead<br/>R.E. Lead</p> | <p>The school's curriculum will diversify to include texts in English which represent:</p> <p>Black, Asian and Minority Ethnic people, including those of mixed race</p>                                    | Annually                |

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| <p>the Class + Wind in the Willows</p> <p>Y3 - 5/6 + The Lorax</p> <p>Y2 - 5/6 + Stickman</p> <p>Y1 - Animals or white people</p> <p>Rec - Rama &amp; Sita, animals + white people</p> <p>Even the history curriculum is mainly white relying on assemblies, RE and PSHE to teach about diversity and to recognise differences</p> |  |  |  | <p>LGBTQ+ people</p> <p>Disabled people</p> <p>Women</p> <p>A range of religions</p> |  |
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#### Facilitating Equality in the Workplace

| Identified concern, with evidence                                                                                                                                                                                             | Equality objective                                                                                                                               | Actions for improvement, with timescales | Staff responsible                       | Success criteria                                                                               | Review   |
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| We have a good mix of male and female staff in SLT and as teachers. We don't have any male TAs. We have a small number of BAME TAs and Play Team members and no BAME teachers. We don't have any openly LGBTQ+ staff members. | To ensure that we reach a wide range of potential applicants when we advertise jobs and be explicit in the adverts about inclusion and diversity | Review of job adverts for any future     | The Headteachers<br>The Assistant Heads | <p>A higher diversity amongst staff</p> <p>We have a lot of BAME students who work with us</p> | Annually |

#### Enabling Representation

| Identified concern, with evidence | Equality objective | Actions for improvement, with timescales | Staff responsible | Success criteria | Review |
|-----------------------------------|--------------------|------------------------------------------|-------------------|------------------|--------|
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| The local area has a some BAME and LGBTQ+ members but this isn't reflected in the composition of the current governing board | To ensure that 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 BAME, Sikh, Hindu, Muslim and LGBTQ+ children and their families in relation to prejudice, religious observance, dietary needs, uniforms | The chair of governors and the full governing board | The school's governing board will be able to account for the potential needs of these families when making important decisions | In full governors meetings   |
| <u>Supporting Inclusion</u>                                                                                                  |                                                                                               |                                                                                                                                                                                                                                                   |                                                     |                                                                                                                                |                              |
| Identified concern, with evidence                                                                                            | Equality objective                                                                            | Actions for improvement, with timescales                                                                                                                                                                                                          | Staff responsible                                   | Success criteria                                                                                                               | Review                       |
| The mobile classrooms are not wheelchair accessible which could prevent access for some children, staff and visitors         | To ensure that all areas of the school are as accessible as possible                          | To ascertain a quote from the local authority and if possible, do the work                                                                                                                                                                        | Anne Bennett<br>Debbie Robbins                      | The mobile classrooms will be wheelchair accessible                                                                            | To be reviewed: January 2027 |
| <u>Additional Equality Objectives</u>                                                                                        |                                                                                               |                                                                                                                                                                                                                                                   |                                                     |                                                                                                                                |                              |
| Identified concern, with evidence                                                                                            | Equality objective                                                                            | Actions for improvement, with timescales                                                                                                                                                                                                          | Staff responsible                                   | Success criteria                                                                                                               | Review                       |
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