

Appendix 2: Equality Objectives and Action Plan (September 2026 – July 2028)

Objectives	Actions	Staff member <i>Who will do this?</i>	Date <i>to be achieved by</i>	Success criteria <i>How will you know when it has been achieved – what will success look like?</i>
1. Ensure every pupil experiences an inclusive school culture where diversity is valued, protected and actively promoted, and where all pupils feel they belong regardless of protected characteristic or background.	• Audit the school environment annually to ensure displays, resources and books reflect diverse identities and experiences. • Embed age-appropriate anti-discrimination learning within PSHE, RE and Collective Worship. • Use restorative approaches and consistent procedures to respond to discriminatory language or behaviour. • Gather pupil voice each term to monitor pupils' sense of belonging, safety and inclusion. • Provide annual staff training on equality, unconscious bias and inclusive practice.	SD / KE / MH / MW	Ongoing July 2027	• Pupil voice shows pupils feel safe, represented and included. • Incidents of discriminatory language are addressed consistently and reduce over time. • Curriculum and environment reflect diverse identities throughout the year.
2. Embed an ambitious and representative curriculum that enables pupils to understand, respect and celebrate diversity, challenge stereotypes and prepare for life in modern Britain.	• Review curriculum maps to ensure diverse people, cultures, families and perspectives are represented across all subjects. • Include planned opportunities for pupils to discuss stereotypes, prejudice and protected characteristics. • Ensure texts studied across English reflect a broad range of authors and lived experiences. • Plan assemblies and themed learning around diversity, inclusion and protected characteristics. • Monitor curriculum implementation through subject leader reviews and pupil interviews.	SD / KE / MH / MW And all subject leaders	Ongoing July 2027	• Diversity is evident across subjects rather than isolated events. • Pupils can explain protected characteristics, challenge prejudice and demonstrate respectful attitudes. • Curriculum monitoring evidences meaningful representation across subjects.
3. Improve outcomes for disadvantaged and vulnerable pupils by identifying and removing barriers to learning, ensuring equitable access to high-quality teaching and the wider curriculum.	• Analyse attainment, attendance, behaviour and participation data termly for disadvantaged and vulnerable groups. • Identify barriers through pupil progress meetings and implement targeted interventions. • Review curriculum and classroom practice to ensure adaptive teaching meets individual needs. • Monitor participation in clubs, educational visits and leadership opportunities to ensure equitable access. • Work closely with families and external agencies to remove barriers to attendance and engagement.	SD / KE / DA / CM / KW / AM	Ongoing July 2028	• Gaps in attainment, attendance and participation narrow. • Pupils access enrichment, leadership and wider opportunities.

4. Promote positive representation by ensuring pupils encounter diverse role models, experiences and perspectives that broaden aspirations and challenge stereotypes.	• Develop an annual programme of visitors and speakers reflecting diversity in race, disability, gender, faith, careers and life experiences. • Incorporate diverse role models within curriculum planning across all subjects. • Celebrate national awareness events where they enhance curriculum learning. • Build partnerships with local organisations and the wider community to strengthen pupils' understanding of different experiences. • Review representation annually to ensure balance and relevance to the school community.	SD / KE / MW	Ongoing July 2027	• Diverse visitors and curriculum content are planned strategically. • Pupils can discuss a range of influential people from different backgrounds. • Pupil surveys show increased aspiration and understanding of diverse careers and communities.
5. Develop pupils' understanding of local, national and global communities so they value difference, show empathy and contribute positively to society.	• Plan opportunities for pupils to engage with local and global community projects. • Develop partnerships with schools and organisations representing different communities and cultures. • Embed charitable, environmental and social action projects within the curriculum. • Use pupil leadership groups to promote inclusion, respect and community responsibility. • Regularly evaluate pupils' understanding through discussion, pupil voice and curriculum assessment.	SD / KE / EP / MH / VK / SB	Ongoing July 2028	• Pupils confidently discuss different cultures, faiths, families and communities. • Opportunities for social action and community engagement are embedded. • Children demonstrate respectful behaviours and inclusive attitudes in school life.

Last updated (date): July 2026

By: Headteacher and FGB

Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	