

Autumn term 2025

Equality objectives statement action plan

Objective 1: Dealing with prejudice					
Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The school is predominantly populated with a white British community with few opportunities for children to mix with pupils from other cultures or ethnicity	To ensure that our pupils and the school community understand that we live in a diverse country that recognises and celebrates difference through the teaching of our rich curriculum and underpinned by our church school vision and British values	Deliver the PSHE/ RSHE curriculum, ensuring children learn about society and develop a greater understanding of those with protected characteristics (race, gender, disability, age, pregnancy and maternity marriage and civil partnership, health, religion and belief, sexual orientation, gender reassignment). Provide real life opportunities for pupils to learn about world faiths. Collective worship/assemblies address inequalities and highlight key national events for example, Anti Bullying Week and Black History Month.	The headteacher and teachers.	Pupils will be able to talk about difference with respect and tolerance and have a good understanding of world faiths and cultures	Autumn 2025 A small number of pupils are on roll with protected characteristics which allows children to become more familiar with ethnicities and faiths other than their own. The curriculum is progressing, providing more opportunities to embrace diversity.

Objective 2: Celebrating diversity

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
School is mostly made up of two parent mixed gender couples or single parent families with children having few opportunities to learn about or observe diverse family dynamics	To ensure that the school teaches and celebrates diverse forms of family life	Through PHSE teaching and discussion, diversify family stereotypes so the school community is aware of and is accepting of a variety of family dynamics. Taught from Autumn term and incorporated into the school's PSHE curriculum.	The headteacher and PSHE teachers.	The school's teaching on family dynamics will continue to cover key information already established in the curriculum, e	Autumn 2025 As the curriculum develops, children are learning more about diverse families and take part in focused projects and discussions around this area.

Objective 3: Facilitating equality in the workplace

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Workers granted flexible worker contracts may not receive as much information or may be overlooked for promotion or leadership roles due to working fewer hours	To ensure the school's HR procedures do not inadvertently discriminate against staff who have flexible working contracts	To review how the school keeps in contact with staff at times they are on their non working days and to ensure they are communicated with to ensure information is shared fully with them – 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 flexible working contracts are given adequate contact during their non working days and notified of any HR decisions affecting them, such as promotion opportunities.	Autumn 2025 School employs a number of staff on flexible contracts.

Objective 4: Enabling representation

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The governing board is represented by members of the Church of England community with other faiths not represented	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 all 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 all pupils and families when making decisions.	Autumn 2025 The governing board consists of members of the local community including the parish priest and parents who reside within the community

Objective 5: Supporting inclusion

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Classrooms are not accessible from the outside and playgrounds are not accessible from the classrooms by wheelchair users. The main entrance at the front of school give wheelchair users access	To ensure all areas of the school are as accessible as possible for all members of the school community	To facilitate wheelchair access to and from the classrooms using a ramp.	The premises manager, SBM and contractors.	The classrooms will be accessible in and out, by wheelchair users	Autumn 2025 The main school entrance and exit is accessible to wheelchair users and a ramp is available for classroom access

Objective 6: Supporting achievement

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
In some cohorts gender gaps are evident and children with EHCPs attain less than other pupils	To monitor and analyse pupil achievement by race, gender and disability as well as disadvantaged pupils and those with special educational needs and act on any trends or patterns in the data that require additional support for pupils.	Analyse data on termly basis through pupil progress meetings. Question level analysis will identify gaps which can then be addressed through quality first teaching and good quality intervention Ongoing assessment will identify the need for immediate support	Headteacher and teachers	Gender gaps reduce and children with EHCPs achieve their individual targets	Autumn 2025 Through a focused effort to engage boys with reading, end of summer term data shows there is no gap in attainment for girls and boys at the end of KS1 in reading Boys exp+ 72% Girls exp+ 72% Boys outperformed girls in reading in KS2. KS2 Boys exp+ 100% Girls exp+ 93% Continue monitoring and analysing pupil performance by race, gender and disability as well as disadvantaged pupils and those with special educational need.