



Equality Objectives Statement Action Plan

Dealing with prejudice					
Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
A recent Prejudice-related Incident Reports have indicated that misogyny could be a problem in the school for upper key stage 2 boys.	To ensure pupils understand why misogynistic comments are inappropriate; are appropriately sanctioned if they are perpetrators; and are supported if they are victims.	<p>To improve teaching around prejudice and bullying, with misogyny specifically being addressed in upper key stage 2 – this will be done via assembly in the Autumn term covering all protected characteristics and on the next PSHE day.</p> <p>To improve training for staff in how to handle incidents of misogyny and support victims – this will be enacted as soon as possible.</p>	The headteacher and PSHE teachers.	The number of prejudice-related incidents of misogyny will decrease significantly.	To be reviewed in the Summer term.
Celebrating diversity					

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The school's culture on neurodiversity needs to address the increasing number of pupils who present or identify as neuro diverse.	To ensure that the school celebrates neuro diversity and staff are trained to pupil's needs.	To diversify teaching around neuro diversity and include figures who are neuro diverse e.g., Daniel Radcliffe, Elon Musk, Andy Warhol, Greta Thunberg, Emma Watson– this will be done via assembly in the Spring term and incorporated into each classroom as part of the SIP team on inclusive classrooms (see separate folder).	The headteacher and SENCO.	The school staff and wider school community support children who identify as or present as neurodiverse and this group is represented in the teaching of the curriculum	To be reviewed in the next Autumn term.

Facilitating equality in the workplace

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
No incidents of concern					

Enabling representation

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The school has a 1:10 ratio of children who are neuro diverse. This is	To ensure the school's governing board is	To consider whether the current governing board is able to sufficiently represent	The chair of governors and full governing board.	The school's governing board will be able to account for the potential needs of	To be reviewed in the governing board

not reflected in the composition of the current governing board.	representative of the school's community.	the potential needs of neuro diverse pupils – this will be considered in the next governing board meeting at the end of the Spring term.		neuro diverse pupils and families when making decisions.	meeting at the end of the Spring term.
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Supporting inclusion

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The forest school area 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 forest school by building a new ramp and path – this will be done over the Autumn term.	The premises manager, SBM and contractors.	The Forest school area of the playground will be wheelchair-accessible via ramp and path.	To be reviewed after the Autumn term.

Additional equality objectives

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