



Downe Primary School

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
Low-level incidents of name-calling or misunderstanding relating to disability (linked to high EHCP % and SEND unit), and occasional misunderstandings	To ensure all pupils understand and respect differences, particularly around SEND, disability, race and language.	<ul style="list-style-type: none"> • Deliver targeted PSHE curriculum focusing on disability awareness, inclusion and anti-bullying (ongoing; reviewed termly) • Assemblies celebrating difference (termly) • Staff CPD on identifying and responding to 	Headteacher, SENCo	<ul style="list-style-type: none"> • Reduction in recorded prejudice-related incidents • Pupil surveys show improved understanding of diversity • Clear recording and response to all incidents 	Termly

around
cultural/language
differences

prejudice-related incidents
(annual)

- Introduce pupil reporting
and restorative
approaches (by Spring
term)

Celebrating diversity

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>Rural setting limits pupils' exposure to diversity; curriculum may not fully reflect cultural, linguistic and socio-economic diversity of cohort.</p>	<p>To ensure the curriculum and wider school life reflect and celebrate diversity, including ethnicity, language, disability and socio-economic background.</p>	<ul style="list-style-type: none"> • Audit curriculum for representation (Autumn term) • Embed diverse authors, historical figures and role models across subjects (ongoing) • Celebrate key cultural events (e.g. EAL families' cultures) (throughout year) • Promote inclusive displays reflecting SEND and diversity (by Spring term) 	<p>Subject leaders, SENCo</p>	<ul style="list-style-type: none"> • Curriculum plans demonstrate diversity • Increased pupil engagement and awareness • Positive feedback from pupils and families 	<p>Annual</p>

Facilitating equality in the workplace

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>Small rural workforce may limit diversity; potential workload pressures when meeting needs of high SEND and disadvantaged cohort.</p>	<p>To ensure fair, inclusive and supportive working practices for all staff.</p>	<ul style="list-style-type: none"> • Ensure flexible working and wellbeing support (ongoing) • Equality-focused recruitment processes (as vacancies arise) • CPD for all staff on inclusive practice and SEND (annual) • Monitor workload and wellbeing (annual surveys) 	<p>Headteacher, Governors, SBM</p>	<ul style="list-style-type: none"> • Staff retention remains stable • Positive staff survey responses • Fair recruitment practices evidenced 	<p>Annual</p>

Enabling representation

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>Governing body and pupil leadership may not fully reflect levels of disadvantage, SEND and minority representation within the school.</p>	<p>To ensure representation reflects the school community and all voices are heard.</p>	<ul style="list-style-type: none"> • Review governing body skills and diversity (Autumn term) • Target recruitment of governors where gaps exist (ongoing) • Develop inclusive pupil voice opportunities (by Spring term) 	<p>Chair of Governors, Headteacher</p>	<ul style="list-style-type: none"> • Governing board shows increased diversity of perspective • All pupil groups represented in pupil voice structures 	<p>Annual</p>

Supporting inclusion

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>High level of SEND indicates need to ensure full access to curriculum, enrichment and attendance.</p>	<p>To ensure all pupils, particularly those with SEND and disadvantage, can access all aspects of school life.</p>	<ul style="list-style-type: none"> • Continue strong SEND provision and integration between mainstream and unit (ongoing) • Targeted interventions to close attainment gaps (termly review) • Financial support for trips, clubs and uniform (ongoing) • Improve attendance strategies for vulnerable pupils (ongoing) 	<p>SENCo, Attendance officer</p>	<ul style="list-style-type: none"> • Narrowing attainment gap for FSM/SEND pupils • Increased participation in clubs and trips • Improved attendance for target groups 	<p>Termly</p>

Additional equality objectives

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Lower engagement of some disadvantaged families due to rural isolation and socio-economic barriers.	To improve engagement and communication with all families, particularly disadvantaged and EAL families.	<ul style="list-style-type: none"> • Improve communication methods (translated materials where needed) (by Spring term) • Increase parental engagement events and flexible timings (ongoing) • Outreach support for vulnerable families (ongoing) 	Headteacher	<ul style="list-style-type: none"> • Increased parental engagement rates • Improved communication feedback • Stronger relationships with families 	Termly
Potential attainment gap between SEND/FSM and peers.	To reduce attainment gaps across all subjects.	<ul style="list-style-type: none"> • Robust tracking and targeted support (termly) • High-quality adaptive teaching CPD (ongoing) • Use of EHCP provision effectively (ongoing) 	SENCo, SLT	<ul style="list-style-type: none"> • Measurable reduction in attainment gaps • Improved progress data for targeted groups 	Termly