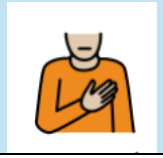
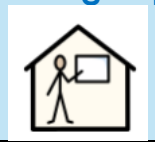
Equality Objectives Action Plan 2026–2029

Objective	Action to be Taken	Timeframe	Success Indicator	Responsibility	Review
1. Promote race equality, diversity and inclusion across the school community. 	Embed the role of the EAL Champion to support pupils, families and staff and strengthen inclusive practice.	Autumn 2026 onwards	EAL Champion role embedded Impact evidenced through pupil and family engagement.	Headteacher, EAL Champion	Termly
	Implement The Bell Foundation resources and staff CPD to strengthen provision for EAL learners.	2026–27	Staff confidence increases and effective strategies are evident in classrooms.	EAL Champion, SENDco	Termly
	Launch a Young Equalities Group to lead pupil voice and equality initiatives.	Sep 2026	Pupil-led projects implemented Pupils can articulate school equality priorities.	PSHE Lead, EAL Champion	Termly
	Further strengthen partnerships with SARI through CPD, workshops and pupil engagement.	Ongoing	Positive pupil and staff feedback and regular planned engagement.	Headteacher SLT	Termly
	Deliver whole staff CPD to increase confidence in facilitating discussions about race, identity and race equality.	Termly	Staff survey demonstrates improved confidence and knowledge.	SLT, SARI	Termly CPD Cycle

	Relaunch The World Reimagined Project and integrate learning across the curriculum.	2026–27	Increased pupil understanding of diversity, migration and Black British history.	Curriculum Lead	Annual
	Develop opportunities to learn about worldwide traditions, cultures and celebrations through curriculum, worship and enrichment activities.	Ongoing	Diversity and cultural understanding are evident across the curriculum and pupil voice.	Curriculum Lead RE subject Lead, Class Teachers	Termly
2. Strengthen community engagement and belonging for all families. 	Build stronger partnerships with organisations including Bath Welcomes Refugees and local community groups.	Ongoing	Increased community participation and enrichment opportunities.	Headteacher, EAL Champion	Annual
	Develop community engagement projects which draw upon the cultural experiences, languages and expertise of families.	Ongoing	Increased family involvement in curriculum and school life.	Equality Lead, SLT, Class Teachers	Termly
	Develop a comprehensive welcome offer for all new families, including accessible information, interpretation support and signposting to local services.	Autumn 2026	Families report feeling welcomed and able to access school support.	EAL Champion, Office Team. Headteacher, SENDco	Annual
	Establish termly parent coffee mornings supported by the EAL Champion to build community connections and gather feedback.	Termly	Increased parental engagement and positive feedback.	EAL Champion, SENDCo	Termly
	Identify and agree a range of accessible formats available to parents/carers on request and publicise these to families. Ensure that language used in school communications is clear and accessible.	Ongoing	Communication is accessible to all families and is positively evaluated through parent feedback.	Headteacher, SLT, Office Team	Annual

	Encourage parents/carers where accessing written English is a barrier, to make themselves known to school so that support can be provided, including translation services, Google Translate, SchoolComms accessibility features and interpreter support where appropriate.	Ongoing	Increased engagement and communication with EAL families.	EAL Champion, Office Team	Annual
	Record families' preferred methods of communication to strengthen engagement and partnership.	Autumn 2026 onwards	Improved parental response rates and engagement.	Office Team, EAL Champion	Annual
3. Reduce inequalities in attainment and remove barriers to learning. 	Monitor and analyse pupil achievement/ progress by gender, race, disadvantaged status, SEND and EAL. Use findings to inform provision and intervention.	At each assessment point	Gaps are identified promptly and interventions are implemented.	Headteacher, SENDCo, Teaching and Learning Lead	Termly
	Regular analysis of attainment data to identify focus areas. Ensure class groupings, adaptive teaching approaches and interventions are adjusted accordingly.	At each assessment point	Attainment gaps reduce over time.	Headteacher, SENDCo, Teaching and Learning Lead	Termly
	Review and amend interventions and targeted support in response to identified trends and gaps.	Ongoing	Accelerated progress for targeted pupils and groups.	SLT, SENDCo	Termly
	Provide additional tutoring and targeted support for disadvantaged pupils, particularly Year 6 pupils where required.	Ongoing	Improved attainment and progress outcomes for disadvantaged pupils.	Pupil Premium Lead, Teachers	Termly
	Continue to build strong partnerships with families alongside adaptive teaching and targeted support to ensure all pupils are encouraged, challenged and supported to succeed.	Ongoing	Improved engagement, attendance and outcomes for vulnerable groups.	SLT, Class Teachers	Termly
	Use the Personal Development Overview to map enrichment opportunities and ensure equitable	Annual Review	Increased participation rates	Pupil Premium Lead,	Annual

	access to clubs, trips, leadership opportunities and wider experiences.		from disadvantaged and vulnerable groups.	Curriculum Lead and SLT	
	Narrow gaps between disadvantaged and non-disadvantaged pupils and remove barriers associated with poverty.	Ongoing	Attainment gaps continue to reduce across the school.	SLT, Pupil Premium Lead	Termly
4. Promote positive attitudes towards protected characteristics and celebrate diversity. 	Review curriculum resources, library books and teaching materials annually to ensure they reflect diversity and inclusion.	Annual	Diverse representation evident across curriculum resources.	Curriculum Lead with Subject Leaders, English Lead	Annual
	Monitor displays, learning environments and website content to ensure diversity is represented in terms of race, gender, disability, family structures, religion and culture.	Ongoing	Diversity visibly embedded throughout the school environment.	Curriculum Lead with Subject Leaders	Termly
	Celebrate cultural events, awareness days and religious festivals throughout the year through assemblies, curriculum learning, visits and visitors.	Ongoing	Pupils develop knowledge and appreciation of diversity.	RE Lead, PSHE Lead, Class Teachers	Annual
	Further develop opportunities for children to engage with people from different ethnic, religious and cultural backgrounds through visitors, community partnerships and enrichment experiences.	Ongoing	Pupil voice demonstrates increased understanding of the multicultural world in which they live.	Curriculum Leads, Equality Lead	Annual
	Raise aspirations among children and parents/carers by promoting a wide range of career pathways and role models, actively challenging gender stereotypes and barriers to success.	Ongoing	Pupils can articulate a broad range of future opportunities and aspirations.	PSHE Lead, SLT	Annual

5. Develop pupil understanding, belonging and respect. 	Conduct pupil voice interviews to establish pupils' understanding of protected characteristics, diversity, inclusion and different family structures.	Termly	Positive trends in pupil understanding and attitudes.	PSHE Lead, Class Teachers	Termly
	Use findings from pupil voice to inform curriculum development and school improvement priorities.	Ongoing	Improvements evidenced through curriculum adaptations.	SLT, PSHE Lead	Termly
6. Improve attendance and inclusion for vulnerable groups. 	Track and monitor attendance of all pupils and key groups, particularly pupils with SEND, disadvantaged pupils and EAL learners.	Ongoing	Attendance improves and attendance gaps narrow.	Attendance Lead, SENDCo	Termly
	Identify strategies and targeted support to help families improve attendance.	Ongoing	Improved attendance for identified pupils.	Attendance Lead, SLT	Termly
	Analyse attendance patterns and barriers regularly and provide targeted interventions where required.	Termly	Reduction in persistent absence across all groups.	Attendance Lead	Termly
	Improve attendance of pupils with SEND and reduce persistent absence.	Ongoing	SEND attendance improves and persistent absence reduces year-on-year.	Attendance Lead, SENDCo	Termly
7. Eliminate discrimination, harassment, and bullying.	Record, monitor and respond promptly to racist, homophobic, sexist and discriminatory incidents using CPOMS.	Ongoing	Incidents are addressed promptly and effectively.	DSL, SLT	Termly

					
	Analyse incident trends and report findings within Headteacher reports to Governors.	Termly	Governors are informed and appropriate actions are implemented.	Headteacher, DSL	Termly
	Ensure behaviour and equality policies are implemented consistently to eliminate discriminatory behaviours.	Ongoing	Reduction in repeat incidents and improved pupil conduct.	SLT	Annual
	Complete annual Equality, Diversity and Inclusion training for SLT and key leaders.	Annual	Training completed and reflected in school practice.	SLT	Annual
8. Monitor stakeholder views and evaluate impact. 	Gather and analyse feedback from staff, pupils, parents and governors regarding equality, diversity and inclusion.	Termly	Positive trends in stakeholder feedback.	Equality Lead, Headteacher	Termly
	Implement actions arising from surveys and report progress to Governors.	Ongoing	Actions completed and impact evidenced.	Headteacher, Governors	Termly

Success Indicators by 2029

- Gaps between disadvantaged and non-disadvantaged pupils continue to narrow.
- Attendance improves for SEND, EAL and disadvantaged pupils, with a reduction in persistent absence.
- Pupils demonstrate a strong understanding of equality, diversity and protected characteristics.
- Families report that school communication is accessible and inclusive.
- Diverse voices, experiences and cultures are represented throughout the curriculum, worship and wider school life.
- Strong partnerships are established with organisations such as SARI and Bath Welcomes Refugees.
- Discriminatory incidents remain low and are addressed swiftly and effectively.
- Pupils from all backgrounds access enrichment opportunities and achieve strong outcomes.