



West Blatchington Primary and Nursery School

Equality objectives statement action plan

Written: June 2026

To be reviewed: every 4 years

Dealing with prejudice

[In this section, identify concerns regarding prejudice-related incidents and outline the procedures your school has put in place to manage them. Rather than identifying how your school tackled specific incidents, your action plan should take a preventative approach, covering how the likelihood of similar incidents happening in the future will be reduced – for example, considering how your handling of a specific incident of racist bullying informs your approach to tackling prejudice-related bullying overall. An example is provided below.]

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The school recorded 2 racial incidents in the Autumn term and 4 in the Spring term,	To reduce prejudice-related incidents and ensure all pupils understand and respect diversity within the	<ul style="list-style-type: none"> Deliver termly assemblies focused on equality, diversity and protected characteristics (Autumn–Summer ongoing) 	Headteacher, DSL team, PSHE lead	<ul style="list-style-type: none"> Reduction in number of recorded prejudice-related incidents Pupils can articulate understanding of diversity 	Termly (SLT), annually (school board)

<p>indicating that while incidents are relatively low, prejudice-related language does occur</p>	<p>school's highly diverse community.</p>	<ul style="list-style-type: none"> • Strengthen PSHE curriculum to explicitly address prejudice and respectful language (from Autumn 2026) • Provide staff training on responding to prejudice-related incidents and restorative approaches (Autumn INSET) • Monitor behaviour logs half-termly and report patterns to SLT and governors 		<p>and respectful behaviour through pupil voice</p> <ul style="list-style-type: none"> • Incidents are consistently recorded and addressed appropriately 	
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Celebrating diversity

[In this section, identify concerns related to diversity at your school and how it is celebrated. When reflecting on demonstrations of how your school is celebrating diversity, you should examine any potentially neglected groups within this – for example, considering whether your school’s celebrations of gender diversity are intersectional and trans-inclusive. Examples are provided below.]

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>The school serves a highly diverse community, with 54.3% minority ethnic pupils and 31.7% EAL, requiring a curriculum that consistently reflects this diversity.</p>	<p>To ensure the curriculum fully reflects the diversity of the school community and promotes inclusion and representation.</p>	<ul style="list-style-type: none"> • Complete curriculum audit to identify representation gaps (Autumn term 2026) • Map diversity across subjects, including texts, role models and historical figures (Autumn–Spring 2026/27) • Develop an annual programme of assemblies and events celebrating diversity (ongoing) • Strengthen oracy and pupil voice opportunities to reflect lived experiences (aligned to SDP, ongoing) 	<p>SLT, subject leaders, PSHE lead</p>	<ul style="list-style-type: none"> • Curriculum maps demonstrate increased diversity and representation • Pupils show improved awareness and understanding of different cultures and identities • Positive pupil voice regarding representation 	<p>Annually (curriculum review cycle)</p>
<p>While diversity is reflected in the pupil population, there are currently limited structured opportunities for</p>	<p>To create regular, structured opportunities for all pupils to share their identity, interests and experiences, promoting inclusion,</p>	<ul style="list-style-type: none"> • Introduce a weekly ‘Class Expert’ session in all classes where a pupil shares a topic of interest, culture, hobby or personal experience (from Autumn term 2025) 	<p>Class teachers, supported by SLT and English/oracy lead</p>	<ul style="list-style-type: none"> • All pupils have participated in at least one ‘Class Expert’ session • Increased pupil confidence in speaking and presenting 	<p>Termly (SLT), annually (curriculum and personal development review)</p>

<p>all pupils to regularly share their own experiences, cultures and interests with their peers</p>	<p>confidence and mutual respect across the school.</p>	<ul style="list-style-type: none"> • Provide simple guidance/support materials for pupils to prepare and present their ideas (Autumn term 2026) • Ensure all pupils participate across the academic year, with teachers tracking engagement (ongoing) • Link sessions to oracy development and curriculum themes where appropriate (ongoing) 		<p>(pupil voice and teacher observation)</p> <ul style="list-style-type: none"> • Pupils demonstrate greater awareness and respect for peers' backgrounds and interests 	
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Facilitating equality in the workplace

[In this section, identify concerns related to equality amongst your staff and outline the procedures your school has put in place to facilitate this. Specific incidents of discrimination should be covered in the 'Dealing with prejudice' section above, while this section should instead examine concerns related to staff equality overall – for example, considering whether any school procedures indirectly discriminate against staff with certain protected characteristics. Examples are provided below.]

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>Staff work within a complex context, supporting a cohort with high SEND (over 36%) and high disadvantage (53.8% FSM), placing significant demands on workload and wellbeing.</p>	<p>Staff work within a complex context, supporting a cohort with high SEND (over 36%) and high disadvantage (53.8% FSM), placing significant demands on workload and wellbeing.</p>	<ul style="list-style-type: none"> • Continue CPD focused on SEND, adaptive teaching and inclusion (ongoing, termly) • Ensure equitable access to professional development and leadership opportunities (ongoing) • Monitor staff wellbeing through surveys and regular check-ins (termly) • Review staff communication systems to ensure inclusion of all staff (Autumn term 2026) 	<p>Headteacher, SLT, SBM, governing board</p>	<ul style="list-style-type: none"> • Staff survey indicates positive wellbeing and fairness • High engagement with CPD across staff groups • Reduced staff absence linked to stress where possible 	<p>Termly (SLT), annually (school board)</p>

Enabling representation

[In this section, identify concerns related to the diversity of representation in your school and outline how it is enabled. It is important to ensure any actions taken avoid ‘tokenistic’ representation, and instead build diverse representation into the fabric of your school – for example, considering whether the composition of your SLT or governing board is representative of the diversity in your school community. Examples are provided below.]

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>The diversity of the school population is not yet fully reflected in leadership and governance structures.</p>	<p>To ensure governance and leadership decisions reflect and represent the diverse school community.</p>	<ul style="list-style-type: none"> • Review governing board composition and identify gaps (Autumn term 2026) • Target recruitment to increase diversity of governance (Spring 2027) • Strengthen pupil and parent voice in decision-making (ongoing) • Ensure SEND, EAL and disadvantaged needs are central to strategic planning (ongoing) 	<p>Headteacher, Chair of Governors</p>	<ul style="list-style-type: none"> • Governing board better reflects school community over time • Increased engagement from parents and pupils in consultation processes • Decisions demonstrably informed by community needs 	<p>Annually (school board)</p>

Supporting inclusion

[In this section, identify concerns related to inclusion within your school community. You should outline how your school mitigates the possibility of direct and indirect discrimination to ensure all members of your community can access all elements of school life, without being unfairly excluded – for example, considering how the premises can be adjusted to improve access for disabled pupils and staff. Examples are provided below.]

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>The school supports a high number of pupils with complex needs, including SEND, SEMH and EBSA, which impacts attendance, access and attainment.</p> <p>Attendance and outcomes are affected by a small number of high-need pupils, although overall attendance (95.3%) is above national when</p>	<p>To ensure all pupils, particularly those with SEND and disadvantage, can access learning and achieve positive outcomes.</p>	<ul style="list-style-type: none"> • Continue development of The Perch provision and inclusive practice (ongoing) • Strengthen targeted interventions, including pre-teaching and adaptive teaching (ongoing) • Implement strategies to improve attendance for vulnerable pupils (ongoing, monitored half-termly) • Focus on narrowing attainment gaps in maths and writing (aligned to SDP, ongoing) 	<p>Headteacher, SENCo, DSL, SLT</p>	<ul style="list-style-type: none"> • Improved attendance for vulnerable pupils • Reduction in attainment gaps for SEND and disadvantaged groups • Increased number of pupils accessing full-time provision successfully 	<p>Termly (SLT), annually (school board)</p>

these pupils are excluded					
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