



Toddington St. George C of E

Equality objectives statement action plan

When creating their equality objectives statement, schools should identify and consider the equality issues that are apparent within their school and develop the equality objectives statement from these. It is important that schools consult those people affected by the equality issues when developing the objectives, as this will aid in ensuring that effective and appropriate objectives are made.

Using this template, schools will be able to outline, with specific detail, the aims of their objectives, how they intend to action them and the impact that the objectives have had. Doing this will help in developing a thorough and effective equality objectives statement, which goes beyond outlining the objectives and shows the school is taking practical steps to eliminating discrimination and promoting equality.

Outlined below are some example scenarios that a school may be experiencing and then an action plan on how the school can combat this.

Objective 1:	Undertake an analysis of recruitment data and trends with regard to ethnicity by July 2023 and report on this to the staffing and pay sub-committee of the governing board.
Aim:	As a mono-diverse community, it's vital that we are committed to diverse representation. BAME pupils need to see BAME staff represented throughout our school at all levels.
Action:	Interrogate recent and current recruitment data to monitor response and appointment by ethnicity. Which communities are we reaching? From which communities do we not receive responses? Why? What may we need to change?
Timescales: Success criteria:	July 2023 - objective identified, meetings of analysis set. Analysis to be completed by May 2023.
Review:	

Objective 2:	By 31st January 2022 train all members of staff and governors on dealing with and reporting prejudice based incidents.
Aim:	We want all of our pupils to celebrate and respect individual differences and know that our diversity is what strengthens our community. Staff and Governors must be able to model how to deal with prejudice based incidents when they arise so that children have the tools and confidence to raise questions about equality and diversity and can have trust in the adults that we will deal with any inequality that may arise.
Action:	Provide CPD for all staff and Governors by July 2023 Termly reporting to the Governing body on number and nature of prejudice based incidents and resulting outcomes.
Timescales: Success criteria:	October 2021-objective identified. By the end of July 2023, all staff and Governors to attend CPD and complete evaluations. Training evaluation data will show that 100% of those completing the training have understood the school's policy and process in dealing with such incidents.
Review:	

Objective 3:	Monitor and analyse the participation and engagement of parents in school activities, events and correspondence by reported preferred languages.
Aim:	At Toddington St. George C of E School there are 11 different languages spoken by parents/carers. Anecdotally staff have observed that participation and engagement of parents in school activities, events and correspondence is lower if parents/carers are bilingual. We want to ensure that bilingual and multilingual families can understand and access all communication.
Action:	interrogate response data for possible patterns so that we may identify and address any gaps in our communication model.
Timescales: Success criteria:	By the end of July 2022, analysis of school communications and event and activity 'attendance' will be complete.
Review:	