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Burnt Oak Junior School

Equality objectives statement action plan

Written: September 2026
To be reviewed: September 2030

Dealing with prejudice					
Identified concern, with evidence	**Equality objective**	**Actions for improvement, with timescales**	**Staff responsible**	**Success criteria**	**Review**
A small number of incidents involving prejudicial language or behaviour have been recorded. Although these are infrequent, we recognise the importance of	To develop pupils' understanding of equality, discrimination and respectful relationships, ensuring they recognise unacceptable behaviour and feel confident to speak up when they encounter prejudice.	Use the Jigsaw PSHE curriculum to explore equality, discrimination, stereotypes and respectful relationships throughout the year. Analyse recorded prejudice-related incidents termly to identify patterns or recurring concerns, using findings to	Headteacher, DSL Team, PSHE Lead	All prejudice-related incidents are recorded, investigated and followed up appropriately, with evidence of action taken to prevent recurrence. Pupil voice demonstrates a secure understanding of prejudice, discrimination and respectful behaviour, including how to report concerns.	Termly

continually developing pupils' understanding of diversity, challenging stereotypes and promoting positive attitudes towards others.		inform preventative teaching and whole-school approaches. Gather pupil voice twice yearly to evaluate children's understanding of prejudice, their sense of belonging and their confidence in reporting discriminatory behaviour. Review classroom resources, reading materials and displays to ensure that different cultures, identities, faiths and abilities are positively and accurately represented throughout the school.		At least 95% of pupils report feeling safe, respected and included in school. Curriculum monitoring confirms regular opportunities for pupils to explore diversity, challenge stereotypes and learn about protected characteristics. Repeat incidents reduce over time, and staff demonstrate confidence in addressing discriminatory language and behaviour.	

Celebrating diversity					
Identified concern, with evidence	**Equality objective**	**Actions for improvement, with timescales**	**Staff responsible**	**Success criteria**	**Review**
Burnt Oak Junior School has a predominantly White British pupil population, although the diversity of our school community has increased in recent years. We recognise the importance of ensuring that all pupils experience a broad range of cultures, backgrounds and perspectives, including those they may not encounter regularly in their everyday lives.	To ensure that our curriculum and wider school experiences celebrate diversity, promote understanding of different cultures and identities, and provide opportunities for pupils to learn about a wide range of historical and contemporary figures who have made significant contributions to society.	Audit the EDI curriculum across Years 3–6 to ensure pupils build progressively on their understanding of different cultures, religions, identities and communities. (Annually) Map the historical and contemporary pioneers studied across all year groups to ensure a broad range of individuals are represented and unnecessary repetition is avoided. (Autumn term – reviewed annually) Develop opportunities for pupils to explore similarities and differences between their own lives and those of children living in other communities, both in Britain and around the world. (Ongoing) Ensure curriculum planning reflects the increasing diversity	Headteacher, Senior Leadership Team and Curriculum Subject Leaders	Curriculum monitoring demonstrates that pupils encounter a broad and balanced range of historical and contemporary pioneers throughout Years 3–6, with limited unnecessary repetition. The EDI curriculum is consistently delivered, with clear progression in pupils' knowledge and understanding of diversity, equality and inclusion. Pupil voice demonstrates that children can confidently discuss different cultures, beliefs and identities, recognise stereotypes and show respect for differences. Curriculum reviews, book looks and learning walks provide evidence that diversity is embedded across subjects and not limited to themed weeks or celebrations.	Annually, with monitoring through curriculum reviews and pupil voice.

		of our school community, while also introducing pupils to cultures and experiences beyond those represented within the school. (Annually) Use assemblies to introduce pupils to significant individuals from a variety of backgrounds, including those who have challenged stereotypes, overcome barriers or made important contributions to society. (Half-Termly) Review the school library and class reading areas to ensure pupils have access to books featuring diverse characters, families, cultures and experiences, including positive representations of disability. (Annually) Invite parents, carers and members of the wider community to share their experiences, traditions, languages or cultural knowledge where		Pupil surveys indicate that children feel represented, included and valued within the school community, regardless of their background. Whole-school celebrations, reading materials and learning environments reflect the diversity of modern Britain and the wider world, as well as Burnt Oak's changing school population.	

		appropriate.(Throughout the year) Ensure celebrations such as Black History Month and British Science Week highlight a wide range of achievements and contributions, including individuals who are less widely recognised. (Annually) Provide staff with opportunities to share effective practice and resources for teaching diversity confidently and sensitively, including challenging stereotypes. (Annually) Gather pupil voice to establish what children have learnt about different cultures, identities and communities and identify any gaps in their understanding. (Twice yearly) Ensure classroom displays and shared areas celebrate a broad range of people, cultures and achievements, reflecting both the school community and wider society. (Ongoing)			

		Identify opportunities within CUSP and other curriculum subjects to reinforce learning from the EDI curriculum, helping pupils make connections between different subjects and perspectives. (Termly) Explore opportunities to develop links with schools or community organisations serving different populations, broadening pupils' experiences beyond their immediate community. (During 2026-27)			

Facilitating equality in the workplace					
Identified concern, with evidence	**Equality objective**	**Actions for improvement, with timescales**	**Staff responsible**	**Success criteria**	**Review**
Burnt Oak Junior School has a relatively small staff team, with limited diversity in its workforce. It is important that all staff continue to develop their understanding of equality, diversity and inclusion, ensuring that inclusive practices are consistently reflected in everyday interactions, professional development and school procedures.	To promote an inclusive and supportive working environment where all staff are treated fairly, individual differences are respected and everyone has equal opportunities to contribute, develop and progress professionally.	Review staff meeting arrangements, working practices and the allocation of responsibilities to ensure they are fair and take account of individual circumstances wherever possible (Annually) Ensure part-time staff and those working across different roles have equal access to important communications, training and development opportunities. (Ongoing) Provide opportunities for staff to contribute to school improvement decisions, ensuring the views of teaching staff, support staff and other colleagues are represented. (Throughout the year) Ensure return-to-work arrangements following extended absence, maternity leave or other periods of leave are supportive and take account	Headteacher, Senior Leadership Team, The HR Team and School Board	100% of staff complete required equality and inclusion training, including new starters as part of their induction. Staff feedback demonstrates that employees feel respected, supported and treated fairly within the workplace. Performance management and CPD records demonstrate that all staff have access to appropriate professional development opportunities. Recruitment, selection and employment practices consistently follow The Pioneer Academy's equality and HR policies. School policies and procedures are reviewed in line with current equality legislation and Trust guidance.	Annually, with ongoing monitoring through staff feedback, performance management and policy reviews.

		of individual circumstances. (As required) Promote flexible and reasonable approaches to working arrangements where operationally possible, taking account of disability, caring responsibilities and other relevant circumstances. (Ongoing) Review staff wellbeing feedback to identify any concerns relating to workload, inclusion, fairness or access to support, and respond appropriately. (Annually) Ensure staff are aware of the procedures for reporting discrimination, harassment or unfair treatment and feel confident that concerns will be handled sensitively and appropriately. (Annually) Throughout the year Consider equality and accessibility when organising staff events, professional development days and wider school activities to enable		Staff understand how to raise concerns, and reasonable adjustments are considered and implemented where appropriate.	

		participation wherever reasonably practicable. (Ongoing) Use staff exit feedback, where available, to identify any emerging concerns relating to workplace culture, equality or opportunities for progression. (As required) Ensure staff understand how to access wellbeing support, occupational health advice and other relevant Trust services when needed. (Ongoing) Regularly reinforce expectations around professional language, respectful communication and positive working relationships through staff meetings and school communications. (Termly)			

Enabling representation					
Identified concern, with evidence	**Equality objective**	**Actions for improvement, with timescales**	**Staff responsible**	**Success criteria**	**Review**
Burnt Oak Junior School has a predominantly White British pupil population, although the diversity of our school community has increased in recent years. This means that some pupils may have fewer opportunities to encounter different backgrounds, cultures and perspectives through their everyday experiences. We recognise the importance of ensuring that all	To create an inclusive school environment where all pupils feel recognised, valued and represented, and where opportunities to participate in enrichment, pupil leadership and wider school life are accessible to everyone. To ensure pupils encounter a broad range of people, perspectives and experiences, enabling them to develop confidence, celebrate differences and recognise the contributions of individuals from all backgrounds.	Monitor participation in extracurricular clubs, educational visits, residential experiences, sporting events and pupil leadership opportunities to identify any groups that may be underrepresented. (Termly) Review participation data for disadvantaged pupils, pupils with SEND and other relevant groups, identifying and addressing barriers to involvement. (Termly) Ensure financial circumstances do not unnecessarily prevent pupils from accessing enrichment opportunities, including exploring available funding and support for families. (Ongoing) Review opportunities for pupil leadership, including School Council, playground responsibilities and other representative roles, to ensure	Headteacher, Senior Leadership Team, Subject Leaders and SENCo	Participation records demonstrate that all pupil groups have equitable opportunities to access clubs, visits, enrichment activities and leadership responsibilities, with identified barriers addressed. All pupils are offered at least one enrichment opportunity annually, with additional encouragement and support provided for those less likely to participate. Pupil leadership roles reflect the range of needs, abilities and backgrounds within the school community. Pupil voice demonstrates that children feel included, represented and confident that their opinions are valued. Curriculum monitoring confirms that pupils encounter a broad range of cultures,	Termly, with a more detailed annual review of participation, pupil voice and representation.

pupils see themselves positively represented within school life, while also developing an understanding and appreciation of people whose experiences differ from their own. We also want to ensure that every pupil, regardless of background, ability or individual circumstances, has equal opportunities to participate, contribute and take on responsibilities.		that selection processes are fair and accessible. (Annually) Gather pupil voice from a representative range of children, including pupils with SEND, disadvantaged pupils and those who may be less confident in sharing their views. (Twice yearly) Ensure the EDI curriculum introduces pupils to a wide range of individuals, communities and perspectives, including people whose backgrounds and experiences are not widely represented within the school population. (Ongoing) Ensure that pupils with SEND are supported to access clubs, visits, performances, competitions and leadership opportunities through appropriate adaptations and reasonable adjustments. (Ongoing) Develop opportunities for pupils to contribute to decisions about school life, including		identities, abilities and perspectives through the EDI curriculum and wider learning experiences. Termly monitoring identifies any inequalities in participation, with evidence of appropriate action taken to improve access and inclusion.	

		clubs, enrichment activities, the school environment and whole-school initiatives. (Termly) Review communication with families to ensure information about school opportunities is clear, accessible and shared in sufficient time to support participation. (Ongoing) Consider how the increasing diversity of the school community can be positively reflected in school events, celebrations and opportunities for family involvement. (Annually) Follow The Pioneer Academy's inclusive recruitment and governance procedures, encouraging applications and involvement from individuals with a broad range of backgrounds and experiences. (Ongoing)			

Supporting inclusion					
Identified concern, with evidence	**Equality objective**	**Actions for improvement, with timescales**	**Staff responsible**	**Success criteria**	**Review**
Burnt Oak Junior School has a relatively small proportion of pupils eligible for Pupil Premium funding. As numbers within individual year groups are low, the needs and outcomes of disadvantaged pupils can be less apparent within whole-school data. It is important that these pupils are closely monitored as individuals to ensure that any barriers to learning, attendance or participation are	To ensure that pupils from disadvantaged backgrounds have equal opportunities to achieve academically, participate fully in school life and access the same enriching experiences as their peers. Through careful monitoring, early intervention and targeted support, we aim to remove barriers to learning, raise aspirations and reduce differences in attainment and progress between disadvantaged and non-disadvantaged pupils.	Use Insight to monitor the attainment and progress of disadvantaged pupils individually, recognising that small cohort sizes can make percentage comparisons less meaningful. (Termly) Ensure pupil progress meetings include a specific focus on disadvantaged pupils, identifying barriers to learning and agreeing appropriate support and next steps. (Termly) Analyse disadvantaged pupils' attainment in reading, writing and mathematics, identifying any differences compared with their peers and prioritising areas requiring additional support. (Termly) Identify disadvantaged pupils who are working below age-related expectations or are not making sufficient progress, ensuring timely intervention	Headteacher, Senior Leadership Team, Pupil Premium Lead, Class Teachers, Attendance Officer, SENCo	Disadvantaged pupils make expected or better progress from their individual starting points, with differences in attainment reducing where identified. Termly pupil progress meetings demonstrate that the needs and progress of every disadvantaged pupil are reviewed, with clear actions agreed and followed up. Targeted interventions demonstrate measurable improvements through entry and exit assessments, with provision adapted according to impact. Attendance of disadvantaged pupils is closely monitored, with timely support provided where concerns arise and improvements evident for identified pupils.	Termly, with an annual evaluation through the Pupil Premium Strategy and school improvement processes.

identified promptly and that they receive appropriate support to achieve their full potential.		and additional teaching where appropriate. (Ongoing) Review the impact of targeted interventions through entry and exit assessments, ensuring support is adapted or discontinued according to pupils' progress. (Termly) Maintain high expectations for disadvantaged pupils, ensuring they access ambitious learning, appropriate challenge and high-quality teaching. (Ongoing) Monitor the attendance and punctuality of disadvantaged pupils, providing early support to families where patterns of absence or lateness emerge. (Weekly) Track participation in clubs, educational visits, residentials, sporting opportunities and wider enrichment to ensure financial circumstances do not restrict access. (Termly) Use Pupil Premium funding strategically to reduce barriers to participation, including		Disadvantaged pupils have equitable access to clubs, educational visits, residentials and wider enrichment opportunities, with financial barriers addressed wherever possible. Pupil voice demonstrates that disadvantaged pupils feel included, supported and confident in their learning and participation in school life. Annual evaluation of the Pupil Premium Strategy demonstrates that funding is used effectively to address identified barriers and improve outcomes.	

		support with educational visits, resources and enrichment where appropriate. (Ongoing) Ensure disadvantaged pupils have opportunities to take on pupil leadership roles and responsibilities, developing confidence, independence and aspirations. (Throughout the year) Gather pupil voice to understand disadvantaged pupils' experiences of school, attitudes towards learning and any barriers they may be facing. (Twice yearly) Develop positive relationships with families, ensuring parents and carers are aware of available support and feel confident approaching school when difficulties arise. (Ongoing) Provide staff with opportunities to develop their understanding of the barriers disadvantaged pupils may experience and effective approaches to supporting their learning. (Annually)			

		Monitor the progress and experiences of disadvantaged pupils who are also identified with SEND, ensuring that support addresses their individual needs. (Termly) Review the Pupil Premium Strategy annually, evaluating the impact of funded approaches and using findings to inform future priorities and spending decisions. (Annually) Report disadvantaged pupils' outcomes and the impact of Pupil Premium provision to governors, ensuring appropriate challenge and accountability. (Termly)			

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