



Equalities Objectives

Nominated Lead Member of Staff:

Status & Review Cycle:

Next Review Date:

Headteacher / SENCO

Statutory (Annual)

Autumn 2026

Introduction:

The school's equality objectives have been written in accordance with **The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities**. It also takes into consideration the most recent advice from the DfE: **Preventing and tackling bullying. Advice for headteachers, staff and governing bodies July 2017**, as well as **Behaviour in schools Advice for headteachers and school staff September 2022**.

Under the 2010 Equality Act, schools are required to publish information showing how they comply with the equality duty and to set equality objectives to achieve this. We recognise that compliance with the equality duty is a legal requirement but we also believe in our moral purpose; to ensure that every single person in our school community has the right to be treated equally regardless of whether they are a child, parent, visitor or member of staff.

The Equality Act 2010 makes explicit our responsibility to have due regard to the need for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Consulting and involving those affected by inequality, in the decisions our school or college takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community)

Governors of Shottermill:

The Senior Leadership Team and Governors at Shottermill Junior School have created the following equality objectives in order to help when making decisions and developing policies in school. These are aimed at eliminating discrimination, harassment or victimisation of any individual within the school setting and set out our commitment to equality and diversity. They also aim to foster good relations between children and adults regardless of their race, disability, sex, age, religion or belief, sexual orientation, pregnancy / maternity and gender. We want to promote an inclusive culture for the children, staff, parents, Governors and community that we serve and have published the following objectives that set out how we plan to ensure a fully inclusive working and learning environment for all:

Our equality objectives are to:

- **Provide all children with appropriate access to learning experiences at our school and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.**
- **Provide a secure and supportive environment that empowers people to challenge discrimination should they encounter it.**
- **Ensure that any person visiting or working within our school environment does not suffer discrimination.**
- **Ensure prospective employees are treated fairly and do not suffer any form of discrimination in line with fair recruitment purposes.**
- **Promote and celebrate diversity of children and adults who visit or work within our school and promote equality through our actions and communications.**
- **Provide systems of monitoring to facilitate continuous improvement, learning and sharing of existing good practice, as overseen by the Governing Body and Local Authority.**
- **Work with all stakeholders or other local schools to develop cohesive communities with shared values that encompass equal opportunities.**
- **Work towards the elimination of discrimination and harassment through upholding our Core Values of: *Respect, Trust, Love of Learning, Communication, Creativity and Excellence.***

Our Learning Environment:

One key element of the School Development Plan over the last few years has been to make significant improvements to the school buildings in order to ensure that the school is physically accessible for pupils with a range of disabilities. More information on our plan for future improvements can be found by viewing the **Accessibility Plan**, which can be found in the School Policies area of our website.

Looked-after and previously looked-after children / adopted:

At Shottermill Junior School, we believe that it is our job to ensure all children and young people have access to the best possible education and every chance to progress and realise their individual potential. Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have Special Educational Needs or Disabilities (SEND). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their academic and childhood development.

At Shottermill Junior School, the Designated Teacher for looked-after and post looked-after children will contribute to the review of the Equalities Objectives and ensure that this works towards meeting any additional needs of this group of pupils so that they may thrive in our school environment, without discrimination.

Key priorities for the year ahead:

1. We will identify underperforming pupils from vulnerable groups (e.g. SEND, eligible for free school meals, young carers) and help them to achieve in line with their peers, particularly in Reading, Writing and Maths. We will do this through examining research and best practice, as well as learning from colleagues in other schools.
2. We will establish a SEND Parent Forum to better serve pupils and families with additional needs.
3. We will strengthen our understanding of pupils who display autistic behaviours across the school community and ensure staff are well trained to support these pupils.
4. We will help develop Trauma Informed Practice across the staff team, in order to better support vulnerable pupils to be confident, more resilient and achieve well across the curriculum.
5. We will ensure staff are well trained to support pupils with regards to Relationships, Sex and Health Education and we will take on board recommendations from published DfE guidance.

In addition to these objectives, we plan to continue with further improvements to our learning environment through achieving actions detailed in our **Accessibility Plan**.

How we will measure our success:

We have identified the following ways to measure our progress towards our key priorities and becoming an inclusive school:

Governance and Oversight

Governors will actively engage with school life, receive regular updates on progress towards key priorities and validate impact through visits and conversations with pupils, staff and parents.

Inclusive Environment and External Validation

Feedback from external professionals (e.g. School Improvement Advisor) will reflect positively on our efforts to adapt the curriculum and environment for pupils with additional needs.

Pupil Outcomes and Engagement

SEND and vulnerable pupils will show improved attendance, resilience and independence. Their achievement at the end of Key Stage 2 across Reading, Writing and Maths will be in line with, or above National Averages.

Community Voice and Pupil Safety

Parent feedback will demonstrate progress toward inclusivity and the school will become more 'autism aware'. Pupils will confidently articulate how to stay safe and healthy in varied situations and model high levels of resilience in day to day school life.