



## Equalities Objectives

**Governors' Committee Responsible:**

**Nominated Lead Member of Staff:**

**Status & Review Cycle:**

**Next Review Date:**

**Children & Learning Committee**

**Headteacher / SENCO**

**Statutory (Annual)**

**Spring 2023**

### Introduction:

The school's equality objectives have been written in accordance with the **Public Sector Equality Duty Guidance for Schools in England 2014**. 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 **Section 89 of the Education and Inspections Act 2006** which provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst its pupils.

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 to:

- 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 your 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 reassignment. 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.

Following on from these improvements, our focus this year will be to make further improvements to the school environment and learning activities planned to help visually impaired pupils and pupils with other disabilities thrive at our school.

## **Key priorities for the year ahead:**

1. We will identify underperforming pupils, regardless of background or characteristic and help them to 'catch-up' following the pandemic. We will do this by providing access to high quality intervention, additional support (including SEMH) and through implementing 'Rosenshine's Principles of Instruction' theory.
2. We plan to utilise staff training in areas such as 'Professor Barry Carpenter's Recovery Curriculum' and Adolescent Childhood Experiences (ACEs) to help staff better understand how to meet the needs of vulnerable, disadvantaged or SEND pupils.
3. We plan to continue with further improvements to our learning environment, specifically to help pupils access the top playground via new ramps, non-fiction library and move more freely and independently without adult assistance.

4. When a child demonstrates intolerance or disrespect with regard to the characteristics of another person, we will work with that child to strengthen their understanding of why their behaviour or language has not been appropriate. Our PSHE, Anti-Bullying and E-safety curriculums will be adapted to reflect changes as required.
5. We will promote a culture within the school in which children feel comfortable sharing concerns and worries with adults in school. This is particularly important following the publication of **Ofsted's Review of Sexual Abuse in Schools – June 2021**.
6. We are participating in the **Surrey Healthy Schools Audit** this year, which will support our work around developing healthy relationships and equality between members of our school community.
7. We plan to work closely with parents and outside agencies to help support the needs of pupils presenting with complex additional needs and which may require a more specialist response. We plan to learn from their interventions and improve our practice thereafter.

### **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:

- ✓ **Governors will continue to actively engage in the life of the school by supporting, challenging and holding the leadership team to account. They will receive timely information about how the school is meeting the equality duty and what progress has been made towards achieving the key priorities identified.**
- ✓ **Teachers will monitor and assess the progress of pupils, adjust learning activities and ensure high quality first teaching. They will inform SLT where there are concerns and additional support may be required but will take full responsibility for the range of needs within the class.**
- ✓ **Visiting outside professionals (such as SCC Physical and Sensory Service) will praise the efforts to adapt the school environment and curriculum to suit children with disabilities.**
- ✓ **We will seek the views of parents to demonstrate that we are making progress in our key priorities to become an inclusive school community.**
- ✓ **All pupils (particularly SEND, disadvantaged or vulnerable) will demonstrate good attendance at school and good skills of independence and resilience.**
- ✓ **Pupils will be able to successfully explain how to keep themselves safe and healthy in a range of different situations.**
- ✓ **The 'Recovery Curriculum' approach will include provision for the emotional and mental wellbeing of its pupils.**
- ✓ **A growing number of pupils will be helped to access and experience the full range of activities on offer (e.g. through financial assistance).**
- ✓ **There will be improved accessibility around the school for pupils and adults with disabilities.**