



Equalities Objectives

Nominated Lead Member of Staff:

Headteacher / SENCO

Status & Review Cycle:

Statutory (Annual)

Next Review Date:

Autumn 2024

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 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.

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. 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 newly created Anti-Bullying Ambassadors will help us to achieve this through a range of whole school activities and initiatives.
2. We plan to improve our understanding of reasons why children may not attend school, through providing training on Emotional Based School Non Attendance (EBSNA). We will strengthen whole school approaches and deploy Early Help interventions available to us.
3. We will raise awareness of Children who are Looked After or Adopted and build our professional practice to support these pupils and address gaps in their academic and emotional development.
4. We will continue to 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**. We will disseminate to parents and staff new DfE guidance (once published) which relates to supporting LGBTQ+ pupils in schools.
5. 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 our implementation of 'Rosenshine's Principles of Instruction' theory.

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

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. They will also seek to quality assure this with visits to the school to talk to parents, children and staff.**
- ✓ **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 additional needs.**
- ✓ **All pupils (particularly SEND, disadvantaged or vulnerable) will demonstrate good or improving attendance at school and effective skills of independence and resilience.**
- ✓ **We will seek the views of parents to demonstrate that we are making progress in our key priorities to become an inclusive school community.**
- ✓ **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.**

- ✓ Pupils will be able to successfully explain how to keep themselves safe and healthy in a range of different situations.
- ✓ 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 an increase in numbers of SEND and disadvantaged pupils accessing extra-curricular experiences, such as trips, visits and clubs.