



# Shottermill Junior School

## Equalities Objectives

<b>Governors' Committee Responsible:</b>	<b>Children &amp; Learning Committee</b>
<b>Nominated Lead Member of Staff:</b>	<b>Headteacher</b>
<b>Status &amp; Review Cycle:</b>	<b>Statutory (Annual)</b>
<b>Next Review Date:</b>	<b>Autumn 2019</b>

### 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 October 2014**, 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.

On 6 April 2012 schools were required to publish information showing how they comply with the new equality duty and to set equality objectives. We recognise that compliance with the equality duty is a legal requirement for schools, but meeting it also makes good educational sense. The equality duty helps schools to focus on key issues of concern and how to improve pupil outcomes. This document seeks to have proper regard for the 'general' and 'specific duties' that all schools must comply with.

### Governors of Shottermill:

The 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 approach to inclusion:**

Last year, we recognised the importance of equality through becoming involved in a Surrey County Council project focused on **The Index for Inclusion** written and developed by Tony Booth. The Index for Inclusion provides schools with a set of materials to guide schools through a process of inclusive school development. It is about building supportive communities and fostering high achievement for all staff and students.

Using the Index for Inclusion has helped us to adopt a self-review approach to analyse the culture within the school and identify the barriers to learning and participation. It has allowed us to identify key priorities for improvement which we built into our School Development Plan in 2017 and which are set out below:

## **Key Areas Identified from the Index**



### **CREATING INCLUSIVE CULTURES**

#### **A1: Building Community**

- 5) Staff and parents/carers collaborate.
- 6) Staff and governors work well together.
- 11) Staff link what happens in school to children's lives at home.

#### **A2: Establishing inclusive values**

- 6) Children are valued equally.
- 10) The school contributes to the health of children and adults.

## PRODUCING INCLUSIVE POLICIES

### **B1: Developing the school for all**

10) The school is made physically accessible to all people.

## EVOLVING INCLUSIVE POLICIES

### **C2: Orchestrating learning**

- 1) Learning activities are planned with all in mind.
- 2) Learning activities encourage the participation of all children.
- 3) Children are encouraged to be confident critical thinkers.
- 4) Children are actively involved in their own learning.
- 11) Teaching assistants support the learning and participation of all children.
- 13) Activities outside school lessons involve all children.

### **Our Index for Inclusion Success Criteria:**

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

- ✓ **Governors continue to actively engage in the life of the school by supporting, challenging and holding the leadership team to account.**
- ✓ **Teachers are determined that all pupils achieve well and the learning experiences provided reflect this.**
- ✓ **Teachers use a range of assessment approaches to inform their planning to ensure all needs are catered for.**
- ✓ **Parents engage positively with all staff in school and there is an effective inclusive school community.**
- ✓ **All pupils (particularly Disadvantaged, SEND and those with middle prior attainment) demonstrate skills of independence and resilience.**
- ✓ **Pupils can explain accurately and confidently how to keep themselves safe and healthy in a range of different situations.**
- ✓ **The Shottermill 'Core Offer' includes provision for the emotional and mental wellbeing of its pupils.**
- ✓ **Barriers are removed so that all pupils are helped to access and experience the 'Core Offer'.**
- ✓ **Learning and development outcomes are improved for all learners because the school environment is of a high standard.**
- ✓ **There is improved accessibility around the school for all children and adults.**
- ✓ **Outside spaces promote physical development.**

### **Our Learning Environment:**

One key element of the School Development Plan last year was 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.

### **Aims for the year ahead:**

1. Over the next year, we plan to continue with further improvements to our learning environment, specifically to help pupils and adults who are visually impaired move safely around the building.
2. We also plan to improve how vulnerable pupils (such as those eligible for the pupil premium and pupils with special educational needs) can be better represented in school.
3. We would like all children and parents to be well educated in the use of online technologies so that incidents of cyber-bullying are reduced.