

EQUALITY OBJECTIVES

The equality objectives for Guildford Grove Primary School have been developed to ensure that we promote equality and tackle discrimination in various aspects of our work. These objectives are guided by the Equality Act 2010.

Promoting inclusive education:

Objectives	Actions
<p>To create an inclusive learning environment that values and celebrates diversity, ensuring that all pupils feel welcome, safe and supported in their learning.</p>	<ul style="list-style-type: none"> ▪ Each classroom to display the countries that are represented in that classroom. ▪ Create, value and celebrate a culture where ability and disability are spoken about openly and without judgement e.g. assemblies on Deaf awareness, epilepsy etc. ▪ Anti-bullying Weeks highlight aspects to be focused on but these are also part of the “lived experience” at Guildford Grove. School Council & Playground Pals are also instrumental in understanding the pupils’ voice. ▪ Guildford Grove has a high volume of children with additional needs who are educated alongside their peers. There is therefore no stigma in having additional support and interventions. We will therefore strive to maintain this outlook from our pupils by every member of staff. ▪ Children continue to be praised for making their best effort. Standards are high for everyone, and the children work on intrinsic motivation rather than extrinsic as we know that being intrinsically motivated is something that skills children up for life.

Reducing achievement gaps:

Objectives	Actions
<p>To identify and address any achievement gaps among different groups of pupils, ensuring that all pupils, regardless of their background, have equal opportunities to succeed academically.</p>	<ul style="list-style-type: none"> ▪ Analysis of assessment data will flag up any group where there are statistically viable gaps in their achievement. Assessment, Lighthouse, SEND and Pupil Premium staff scrutinise this data and ask questions of it. Action plans and then generated following this process. ▪ Data of children with <i>multiple barriers</i> will be looked at and action plans will for formed following this. ▪ HSLW and colleagues in her team to work with parents whose home circumstances maybe having a detrimental impact on the achievement of children at school.

Preventing bullying and harassment:

Objectives	Actions
<p>To implement strategies that prevent and address bullying and harassment, promoting</p>	<ul style="list-style-type: none"> ▪ The Code of Conduct is part of everyday conversation so that children and families understand the expectations at school.

<p>a school culture where all pupils feel safe, respected, and free from discrimination.</p>	<ul style="list-style-type: none"> ▪ Anti-bullying Weeks highlight aspects to be focused on but these are also part of the “lived experience” at Guildford Grove. ▪ School Council & Playground Pals are also instrumental in understanding the pupils’ voice. ▪ Midday Play Supervisors are trained in Restorative Conversations so that they are empowered to properly sort out issues at lunchtime. ▪ School culture promotes and celebrates differences and children learn about the backgrounds of their peers as well as sharing their own background.
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Staff development and training:

Objectives	Actions
<p>To provide on-going training for staff on equality and diversity issues, ensuring that teachers and all other school staff are equipped to create an inclusive and supportive learning environment.</p>	<ul style="list-style-type: none"> ▪ Ensure teachers know that if we have meetings where non-English speakers are attending, we can look within our school or the Trust for adults who can assist with translation. ▪ When training for issues relating to gender identity becomes available, we will make this high-priority for all. Until then, our HSLW can provide some guidance on a case-by-case basis. ▪ Adults receive annual Deaf awareness training. ▪ Our diversity leader will ensure that classroom staff have access to a range of technology that assists children for whom English is an additional language. ▪ We are exploring the possibility of providing BSL training for school-based adults.

Parental and community engagement:

Objectives	Actions
<p>To actively engage parents, carers, and the wider community in promoting equality and inclusion, fostering partnerships that support the well-being and progress of all pupils.</p>	<ul style="list-style-type: none"> ▪ Autumn 2023 will see us hosting our first coffee afternoon for parents of children who have an EHCP. The TA from each of these classes will also be in attendance and so will the MHST. The aim is that parents build up a network of other parents and they also get a closer working relationship with adults at school. ▪ Lighthouse continues to run their annual social afternoon event for parents of our Deaf children. ▪ Wonderful World Week lends itself to our overseas parents or parents with various heritages joining us to share aspects of their various cultures. ▪ Our youngest children will continue to maintain links with the local day care centre for senior citizens. ▪ Shows, assemblies and festivals are all open to families attending which helps to promote community engagement.

	<ul style="list-style-type: none"> There is a whole school culture of equality and inclusion. The children are very used to having peers with physical and/or sensory disabilities. We do assemblies where children can learn about conditions that members of the school live with such as deafness, MS and epilepsy.
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Accessible facilities and resources:

Objectives	Actions
To continually assess and improve the accessibility of school facilities and resources, taking into consideration the needs of all pupils, including those with disabilities.	<ul style="list-style-type: none"> The school has been adapted so that we can easily accommodate wheelchair users and those who use other walking aids such as sticks, K-walkers and rollators. The site is on a single story which makes it very accessible. We have accessible toilets and other equipment in toilets to provide for the needs of children with, for example, achondroplasia. We maintain good links with OTs as well as Physical and Sensory Support Service (PSSS.) Deaf children have a range of personal specialist equipment as well as environmental aids such as soundfields. Classrooms all have visual timetables as standard which helps children with ASD, anxiety, executive functioning issues etc. We will be having input on PDA near Christmas 2023 so this may assist us in knowing what else we can provide.

Curriculum inclusivity:

Objectives	Actions
To review and enhance the curriculum to ensure that it reflects a diverse range of perspectives, cultures, and histories, promoting understanding and respect for different backgrounds.	<ul style="list-style-type: none"> The overhaul of the curriculum in 2022 meant that colleagues needed to be very conscious of any “unconscious bias” they may have and ensure that texts, history themes, art influences, music stimuli etc reflected non-Western cultures as well as Western cultures. This (above) is still an ongoing piece of work, but it is very much part of the day-to-day agenda. Our STEM leaders are very conscious of educating the children about women in STEM and ethnic minorities in STEM subjects. We will ensure that play equipment in Reception and Nursery reflects the diverse background of UK in 2020s.

Monitoring and reporting:

Objectives	Actions
To regularly monitor and assess the impact of equality policies and initiatives, reporting findings to stakeholders and using data to inform future actions.	<ul style="list-style-type: none">▪ Quantifiable data as well as qualitative data will help us to monitor if individuals and/or groups of children are not making the progress that they should.▪ The analysis of data will be presented to the Local Governing Board (LGB) each term. LGB will scrutinise and ask questions as part of this process.▪ DHT (LR) to monitor that the responsibilities of staff in the Equality Policy are fulfilling their duties. CPOMS means that we can also monitor where there have been incidents levelled at the protected characteristics and she will scrutinise the follow-up action to ensure that everything has been dealt with appropriately.

Gender equality:

Objectives	Actions
To promote gender equality within the school, addressing stereotypes and fostering an environment where all pupils can pursue their interests and aspirations without limitations based on gender.	<ul style="list-style-type: none">▪ See earlier regarding promoting the role of women and ethnic minorities in STEM subjects and their associated professions in an aim to raise aspirations.▪ Ensuring that in class and in shows/productions/assemblies, we don't conform to stereotypes e.g. a scientist in a white coat, glasses, messy hair, bow tie and being male.▪ Ensure that any discussions and learning around sport include the women's games too. They need to be seen on an equal footing to the men's game and so it is vital that adults challenge stereotypes and educate the children in our care.▪ Pupil voice needs to be gained from children about issues such as mixed football at lunchtime. Does this enhance or hinder the game? Do girls feel they are given an equal part to play? Decisions about how to facilitate these games can be made once these views are canvassed.

Special Educational Needs and Disabilities (SEND):

Objectives	Actions
To provide tailored support and adaptations for pupils with special educational needs and disabilities, ensuring that they have equal access to education and extracurricular activities.	<ul style="list-style-type: none">▪ Deaf children and those with other sensory, learning or physical disabilities will be supported appropriately to attend extracurricular activities e.g. Signing TAs to be paid to attend clubs with Deaf children etc.▪ Adaptations are made for children with additional needs. Their voice will be asked for as the 2023-24 school year progresses and every year within this plan.

	<ul style="list-style-type: none">▪ Trips off-site are planned for well in advance so that things like muscle fatigue for a child with CP can be factored in with frequent rest-breaks.▪ Where trips are very difficult for certain children to access, we will ensure that an activity that provides a <i>similar</i> experience will be provided for that child. Parents/carers will be kept in the loop and their opinion sought.▪ At Guildford Grove, all staff know that they play a vital part in educating children with additional needs. If they struggle to plan for certain children, the SENDCo will advise.▪ SENDCo and Inclusion Leader to build in learning walks to monitor the quality of interventions throughout the school.
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