



## St. John's Gosport C of E Primary School

### Equality Objectives

<b>Publication Date</b>	<b>November 2023</b>	<b>Headteacher:</b>	<b>Mrs Carolyn Wilkinson</b>
<b>For review – 4-yearly</b>	<b>November 2027</b>	<b>Chair of Governors:</b>	<b>Mrs Jean Watson</b>

#### **School Vision:**

St John's Gosport C of E Primary School endeavours to provide a happy, safe, caring community rooted in Christian values; where everyone is valued and grows to their full potential.

*John 10:10 – I came so that they may have life – life in all its fullness*

#### **Mission Statement:**

At St John's Gosport C of E Primary School we aim to achieve our vision by providing a broad balanced curriculum and learning experiences that develop our children in body, mind and spirit; setting high standards for all, confident that we can achieve success. Thus ensuring that when our children leave us they are independent learners, who are well equipped to be responsible citizens of the future and reach their potential.

**Safeguarding** at St John's Gosport C of E Primary School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

## Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Suspensions/ exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. School Council, Prefects, Agents of Change, Ambassadors

Following our analysis, we have developed five Equality Objectives in order to meet the following requirements of the Equality Act:

- Eliminate Unlawful Discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance Equality of Opportunity, between persons who share a relevant protected characteristic and persons who do not share it
- Foster Good Relations between persons who share a relevant protected characteristic and persons who do not share it

## Objective I : Attendance

<b>Equality Objective</b>	<b>To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.</b>
<b>Why</b>	Although there has been an improvement in attendance (whole school 24 -25 94.5%; December 2025 95%.Persistent absence 24-25 15.8%; December 2025 15%) which is above national, this remains a concern for the school particularly for children who are in the PA group, which if allowed to continue will impact on pupils' ability to make progress.
<b>How</b>	The deployment of our school Attendance Officer and Family Support Worker promotes positive relationships with parents and carers with the school community. Weekly attendance monitoring, concern letters (traffic light system) and if necessary referral to LIT team and/or fines. The use of positive rewards in school gives recognition to pupils with good attendance. Creation of new two tier targeting system. Review of attendance flow chart
<b>Outcome</b>	Whole School Attendance to reaches the school target of 96%+

## Objective 2 : Attainment

<b>Equality Objective</b>	<b>To continue to close the gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths with improved KS2 outcomes</b>
<b>Why</b>	We have begun to see the gap narrow between disadvantaged and non-disadvantaged pupils, but this needs to remain a focus.
<b>How</b>	<p>A whole school focus on disadvantaged pupils is prioritised to ensure the best outcomes in all areas of learning through:</p> <ul style="list-style-type: none"><li>• High quality teaching, particularly in EYFS and Year 1 of the synthetic phonics programme 'Little Wandle' so that all children have a flying start to reading.</li><li>• Reading interventions for children who do not pass the Phonics Screening Check and who require support as they move through the school</li><li>• Use of summative data to analyse progress of disadvantaged and non-disadvantaged children</li><li>• Robust Pupil Progress Meetings with a focus on the progress of target children</li><li>• Early identification of children who have additional need or who are falling behind. This will be addressed by high quality teaching strategies used to scaffold learning, pre/post teaching opportunities, additional lessons for groups for Year 1 phonics, booster sessions before school (Year 5, 6 and Year 4)</li></ul>
<b>Outcome</b>	The gap in performance will be narrowed with the majority of our pupils achieving ARE by the end of Key Stage 2, thus giving our disadvantaged children the best chance of academic success at secondary school.

### Objective 3 : Understanding and Valuing Diversity

<b>Equality Objective</b>	<b>To increase understanding of equality, diversity and inclusion by the whole school community including leadership, governors, staff, pupils and parents.</b>
<b>Why</b>	The school's SEND population is changing with an increasing proportion of pupils now demonstrating needs relating to communication and interaction or social, emotional and mental health. 28.09% of our school population are on the SEND register. There is a need to educate the school community thereby developing greater understanding, tolerance and empathy in relation to the need of neurodiverse pupils.
<b>How</b>	<p>CPD for all class teachers and LSAs to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils.</p> <p>Sharply focused SEMH interventions (Thrive assessment and support, ELSA, Lego Therapy, Playtherapy. Therapy dog, school counsellor) are used to support individuals' specific areas of need in relation to the above areas. The aim of the interventions is to support pupils to better understand themselves in order for them to develop strategies to enable them to engage successfully and happily in school and the wider community.</p> <p>PDL curriculum group to review and update the curriculum offering. Staff to deliver a half termly programme of 'No Outsiders' (Andrew Moffatt) and to discuss themes with children.</p> <p>Staff to embed and celebrate Six Strands through embedding in the ethos of the school, classroom practice and collective worship.</p> <p>Parents are kept informed about the children's learning in relation to PDL, Six Strands and our school values via the school newsletter, the website, displays and parents' consultation meeting.</p>
<b>Outcome</b>	<p>Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs.</p> <p>The whole school community, including staff, pupils and parents show respect and understanding to others.</p>

## Objective 4 : Prejudice

<b>Equality Objective</b>	<b>To educate pupils in relation to their understanding of prejudice and inequality in all its forms.</b>
<b>Why</b>	There have been some incidents in school involving the use of prejudicial language linked predominantly to the protected characteristics of race and sexuality.
<b>How</b>	<p>Carefully planned PDL and Religious Education curriculums as well as Collective Worship to deepen our pupils' understanding of differences within our community and teach them to value and accept these.</p> <p>The school values, Love, Courage and Respect, promote a shared understanding of the importance of positive relationships in all aspects of school life and the wider communities to which children belong.</p> <p>Continued exploration of our 'No Outsiders' programme (Andrew Moffatt), with discussion that challenges prejudice and helps children to understand that everyone is welcome in our school and how we live together with our differences</p>
<b>Outcome</b>	To eradicate incidents of prejudicial behaviour - this will be shown through a reduced number of incidents logged in the school's reporting system.

## Objective 5: Race and Religion

<b>Equality Objective</b>	<b>To use the curriculum and Collective Worship to find out about different religions and cultures and to accept diversity</b>
<b>Why</b>	Our data indicates that the composition of the school population is predominantly White, British, Christian with minority representation in other ethnic and religious groups.
<b>How</b>	<p>In order to address cultural diversity we will continue to deliver a PDL programme which explores and values cultural difference. This, alongside a robust R.E. curriculum and Collective Worship programme, which incorporates the use of both visitors and visits to different place of worship, as part of our school curriculum activities, will develop a deep understanding of other cultures.</p> <p>The curriculum will be the vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship, democracy and traditional folk heritage. We actively aim to instil inspiration and ambition in our pupils by exposing them to a wide range of cultural experiences including visits, visitors and wider opportunities.</p>
<b>Outcome</b>	<p>Pupils will progressively develop their understanding of, and empathy for, people from different regions, races and religions and cultures.</p> <p>The curriculum (through a range of learning opportunities) will provide a clear structure for promoting and championing the importance of racial equality.</p>

## Evaluating Impact

We will engage with our school community to ensure the objectives identified are the most appropriate given the needs of the school at the current time. The Governing Body will monitor progress on all the Equality Objectives alongside the School Improvement Plan.