

**Equality Objectives 2021 – 2024
Gilmour Juniors**

Objectives Intent	Responsible	Activities / training implications / resources / costs / time Implementation	Success criteria / monitoring / evaluation Impact
<p>1.</p> <p>Ensure that the achievement of identified groups (girls / greater depth / pupil premium / children with multiple barriers) is at the same levels / above that of their peers in school and those nationally</p> <p>Improve the engagement and participation of particular groups to raise aspirations for all</p>	SLT	<ul style="list-style-type: none"> • Creating opportunities in school through the curriculum • Year 6 Life Skills and Transition Group • Developing Link with relevant High Schools for role models • Links with Universities (LJMU / Liverpool) – mentoring projects • Developing self-esteem / confidence / aspirations/ working with parents / local community • Careful tracking of EAL children and those with SEND who • 	
<p>2.</p> <p>To further develop the school's role in promoting community cohesion – developing awareness of ethnicities, cultural capital, inclusion and diversity</p>	SLT	<ul style="list-style-type: none"> • Where in the world project • Multi-cultural marketplace for parents and children – annual event (Autumn 2022) • Cultural and Diversity Calendar of events • Assembly themes - weekly 	
<p>3.</p> <p>Ensuring the school's core values of 'Learning Together and Growing Together' are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity as a strength of the school</p>	SLT	<ul style="list-style-type: none"> • Governors / staff / children / families biennial core vision and values visioning activity • Develop the 'Golden Thread' within the school Curriculum Statement • Subject Leaders identify the 'golden thread' in curriculum policies and development plans • PSHE curriculum supports further development of an inclusive school 	

<p>4.</p> <p>Promote pupils understanding of identity, diversity community and equality</p> <p>Develop a culturally inclusive curriculum which celebrates equality and diversity</p>	<p>SLT</p>	<ul style="list-style-type: none"> • Curriculum Review: Intent, Implementation, Impact • Integrate Modern British Values activities and School Linking Network activities into thematic cycle • Developing a multi-cultural curriculum / environment – staff meeting • Each subject action plan to refer to the need to develop a culturally inclusive curriculum and include school's core values • Parliament Week activities – meeting local MP • Black History Month activities 	
<p>5.</p> <p>Promote effective transition into and from the school</p> <p>Review and amend admissions procedures for all pupils and international new arrivals – ensure admissions is a supportive experience</p> <p>Ensure the children are prepared for life in modern Britain, next stage of learning</p>	<p>SLT Admin team All staff involved in transition activities</p>	<ul style="list-style-type: none"> • Visits to other settings • Team Around the School meetings • Bilingual support at induction meetings and initial meetings with teaching staff • Formalise admissions team in school • Admission meetings for all new arrivals prior to school start • Information to be gained from and with previous / new settings on admission / transition • Buddy checklists • New international new arrivals questionnaire • Home language translation service for induction process • Follow-up meeting • International new arrivals process – pictorial packs • Support with applying for places at school / high school • Year 6 Transition Friends Project 	
<p>6.</p> <p>Develop an effective mental health and wellbeing strategy so that pupils are resilient and to support good mental health and wellbeing</p> <p>Ensure school's approach to mental</p>	<p>DS/SLT Govs</p>	<ul style="list-style-type: none"> • Staff training – raising awareness • Developing a children's questionnaire • Mental Health Awareness Day activities • School EHWP strategy • https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 	

<p>health and behaviour is part of a consistent whole school approach to mental health and wellbeing Provide a structured school environment with clear expectations of how each individual can support pupils</p> <p>Review use of SEN and pupil premium resources to provide support for children with mental health difficulties</p> <p>Intervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur</p>		<ul style="list-style-type: none"> • Signposting to external agencies 	
<p>7.</p> <p>Raise achievement of all children through developing partnerships with parents, carers and families</p>	<p>All staff</p>	<ul style="list-style-type: none"> • Initial visits – provide early assessment of needs and appropriate interventions • Reading workshops • Theme visits • ‘Meet the Teacher’ meetings 	
<p>8.</p> <p>Improve the provision and achievement for identified groups of pupils to close any gaps between them and their peers: Disadvantaged, EAL, SEN and any other group identified as with a protected characteristic</p> <ul style="list-style-type: none"> • Develop and implement innovative strategies and high quality first teaching informed by research practice and which reflects the mastery approach 	<p>SMT PPC - NL SENCO - CH</p>	<ul style="list-style-type: none"> • Ensure high quality first teaching • Allocate additional support / intervention according to need determined by progress rates • Track progress termly • Identify barriers to learning • Deliver specific interventions where necessary • Enrichment and engagement activities • Focussed staff CPD • Utilise expertise from outside school – MHST • Pupil Premium Strategy • Diversity Action Plan • SEN action plan 	<p>RoMs In-Year progress reports SEN support plans EHCP reviews Governing Board minutes In-year review of progress</p>

<p>9.</p> <p>Maintain and extend opportunities for 'Pupil Voice' – creating a safe environment where pupils can speak about difficult / controversial issues</p>	<p>DS/RF</p>	<ul style="list-style-type: none"> • Safe Spaces established • EHWB questionnaire x 2 annually • School council • Peer supporters • Worry box • Friendship benches • Racism Awareness Project • Pupil voice at the end of each theme Jigsaw 	<p>Pupils tell us that this is a 'listening' school</p>
<p>10.</p> <p>Continue to explore the similarities between faiths and practices and then safely exploring differences through the RE curriculum</p>	<p>HG/LG</p>	<ul style="list-style-type: none"> • Christmas / Easter activities and celebrations • RE curriculum • Eid activities and celebrations • Celebrations from other world faiths • Visits to places of worship • School based workshops from different faiths • 'My Liverpool' books completed by children • Displays around school celebrate our inclusivity and diversity 	
<p>ADDITIONAL ACTIVITIES</p>			
<ul style="list-style-type: none"> • To maintain the high levels of respect and equality within the school • Further promote understanding and respect for differences 	<p>DK/CM</p>	<ul style="list-style-type: none"> • Review revised LA Anti-Bullying policy • Complete anti-Bullying Audit with children • Review Behaviour Policy • Family Forum – Anti-Bullying and Behaviour Policies • E-safety events and activities • Weekly timetabled PSHE • 3 x 'drop-down' PSHE weeks (healthy activity / healthy eating / good hygiene / internet safety / sleep / hate crime / young carers / safety / anti-bullying / etc) • NSPCC workshops • Parent Zone workshops • Liverpool FC • LGBT Northwest workshop 	<p>Discrimination free school</p>

		<ul style="list-style-type: none"> Children to create own protected characteristics poster and display around school 	
<ul style="list-style-type: none"> Preparing for the introduction statutory Relationships Education as part of broader PSHE curriculum 	DS/LG	<ul style="list-style-type: none"> Parent RE workshops Puberty workshops 	
<ul style="list-style-type: none"> Ensuring family support is timely and effective 	Safeguarding SLT	<ul style="list-style-type: none"> 3 x TAS school meeting 3 x TAS professional meeting 2 x Safeguarding Supervision monthly. 	
<ul style="list-style-type: none"> Maintain our whole school approach to inclusion which reflects our ethos and beliefs 	CH	<ul style="list-style-type: none"> Review Inclusion policies – link to SEN policy Review Accessibility Plan SEN CPD Effective TAs 	