

Equality Objectives for the Academic Year 2023 – 2026

The Equality Act 2010 requires schools to publish specific and measurable equality objectives that demonstrate that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Our equality objectives are based on our analysis of data and other relevant evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. Our School Development Plan and subsequent leadership action plans reflect these objectives. We regularly review the progress we are making to meet our equality objectives.

Equality objective	Rationale	Actions to be taken	Impact
Curriculum Development	<ul style="list-style-type: none"> • The demographics of the school have changed over time and we have 28% EAL and 15 of the 17 ethnic groups represented at our school. we want to ensure that our curriculum represents and meets the needs of a more diverse school population. 	<ul style="list-style-type: none"> • Subject leads to review curriculum maps to ensure where opportunities are identified and included • English and Library lead to ensure there are a range of books available (use of West Sussex EMTAS materials to support) • School staff to receive further training opportunities available via West Sussex EMTAS team • Class readers to include a range of authors from different cultural backgrounds • Curriculum map for English to be reviewed to ensure we have studied texts from a range of cultures 	
Inclusion	<ul style="list-style-type: none"> • The demographics of the school have changed over time, with increasing numbers of children with sensory differences linked to Autism and Adverse Childhood Experiences. The development of a dedicated sensory 	<ul style="list-style-type: none"> • Source funding stream from PTA to support the development of a dedicated sensory room • Visit other schools with sensory spaces to inform decision making 	

	<p>space and access to further sensory resources within the classroom have been identified.</p>	<ul style="list-style-type: none"> • Seek professional advice from specialist provision and West Sussex Autism and Social Communication Team (ASCT) • Completion of the Local Authority Autism Aware Award (ASCT) • School sensory environment checklist to be completed and areas identified to support further • Completion of sensory space 	
<p>Community Engagement</p>	<ul style="list-style-type: none"> • With the school demographic changes as illustrated above, we wish to further engage with our wider community to foster positive relationships and curriculum enrichment opportunities for our children. 	<ul style="list-style-type: none"> • RE Lead to locate nearest places of worship and to make contact with faith leaders to arrange visits which are mapped in to the curriculum • RE Lead to invite leaders of faith into the school, mapped to RE curriculum and the faith calendar • PSHE Lead and Family Welfare Officer to conduct parent and pupil voice to inform the above • PSHE Lead and Family Welfare Officer to invite members of the parental community to engage with coffee mornings, workshops and to support the school with informing our curriculum offer • MFL and Diversity Lead to liaise with EMTAS team to provide support for community engagement 	