ARUNSIDE
PRIMARY SCHOOL

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	• 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.	• 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	**Curriculum reviews have strengthened the representation of different cultures and backgrounds across the curriculum, including through curriculum maps, English texts and class readers. A wider range of books is available, with West Sussex EMTAS resources used to support this work. Staff have also had access to further EMTAS training. These changes give children more opportunities to encounter diverse perspectives and see a wider range of experiences reflected in their learning.**

Inclusion	• 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 space and access to further sensory resources within the classroom have been identified.	• Source funding stream from PTA to support the development of a dedicated sensory room • Visit other schools with sensory spaces to inform decision making • 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	**The school has developed a dedicated sensory space and increased access to sensory resources in classrooms. Staff have used specialist advice, visits to other schools and the school sensory environment checklist to inform this work, and completed the Local Authority Autism Aware Award. This has strengthened the school's environment and staff knowledge to support children with sensory differences, including autistic children.**
Community Engagement	• 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.	• 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	**The school has built stronger links between the curriculum and the wider community. Faith visits and contributions from faith leaders have been planned around the RE curriculum and faith calendar. Children have been attending a Mosque, Church and Hindu temple for 3 years. These activities support children to learn about different beliefs and experiences and help foster positive relationships between the school and its community.**