Thomas Harding Junior School
Equalities Objectives 2024-26

Objective	Actions	Intended outcome	Who?	Timescale
To ensure our values continually promote equality and celebrate diversity	• Promote ASPIRE values • Lead by example in promoting core British values around school – evidenced in behaviours and in classrooms. • Update British Values statement where needed. • Monitor achievements of all core groups in school including the interrogation of school data to ensure all groups are performing equally. • Monitor recruitment of staff to ensure there is no discrimination at the point of employment.	Fewer incidents related to discrimination. Curriculum learning reflects our community. Diversity is celebrated and valued. School values are embedded within British Values. Monitoring takes into account outcomes from key groups. Recruitment processes remain fair.	All staff SLT Equalities Governor Facilities manager	On-going
To prevent and deal effectively with bullying and harassment	• Communicate to pupils, parents and staff zero tolerance to all forms of bullying and harassment • Ensure that incidents are reported and addressed swiftly and effectively • Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.	Incidents are dealt with quickly and fairly. Systems for recording and reporting bullying are adhered to	All stakeholders	On-going
To ensure the curriculum reflects the school's diverse community	• Use RE/PSHE as models for best practice in developing an inclusive curriculum. • Make use of positive role models in the classroom to develop the self-esteem of vulnerable groups and the respect of all for diversity within the community.	An enriched curriculum that all pupils can access.	Teachers Middle Leaders SLT	Summer Term

	• Ensure SMSC links are made clear and all school leaders can show these • Continue to develop pupils' sense of character			
To inform and involve parents and carers	• Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs • Encourage parents to let the school know if they have a particular disability or other need • Engage parents on how they can help their child at home and in school • Encourage parents to join the PA and/or governing body • Have communication as a focus of the SDP for 22/23 and following years where appropriate.	Parents are actively involved in the school community	Parents' Association SLT Class Teachers	On-going SDP initially Sep 22 onwards
To support learners with particular needs	• Ensure language and vocabulary support is available as required • Vulnerable pupils are supported through a tutoring/catch up programme • Provide appropriate training to enable staff to meet particular learning needs • Gaps identified in pupils' learning • Review of interventions	Ensure early identification of SEN pupils and specific SEN support in place for pupils with identified needs. Teachers are well informed about differentiation and meeting the needs of particular pupils. Interventions meet the needs of pupils.	SLT Teachers LSAs	On-going
To encourage participation of underrepresented groups	• Recruit governors representative of the pupil population and community . • Encourage the widest participation in Parents and carers.	School remains a diverse place that is reflective of the school community.	School staff LGB PTA	On-going