Newlands Junior School
We are Proud

Diversity, Inclusion, Equity and Belonging Objectives Statement 2024-28

Newlands Junior School is committed to ensuring equality of provision throughout our school.

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Amendment Act 2000, Disability Equality Duty 2005 and Equality Act 2010.

Newlands Junior School is committed to meeting these duties and acknowledges that we have a statutory duty to:

- Challenge and eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origin
- Have high ambitions for all children regardless of SEN, socio-economic background looked after status.

Our diversity, equity, inclusion and belonging objectives for 24-28 are:

	Objective	Actions
1.	To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.	• As curriculum is reviewed, continue to add in opportunities to ensure a wide variety of cultures, societies etc. are included. • Make links between the curriculum and society today. Reflect on changes and how they have helped to shape society today. • Reflect on protected characteristics, prejudice and respect, noting how laws and attitudes have changed for the better. • School is visually represented as a community which includes and values diversity at all levels, challenging prejudice and stereotypes. Resources, materials and displays will reflect our values.
2.	To promote a whole school approach mental health awareness and develop appropriate interventions where necessary	• Continue to raise awareness of mental health through PSHE lessons, assemblies, mentor/ELSA times. • Promote daily physical activity to help improve well-being. • Due to a deeper understanding, children will be more supportive and understanding of those with mental health and manage their own mental health concerns more effectively • Renew the school mental health award looking at future areas for development. • Continue to take part in Hello Yellow, Time to Talk, Anti-bullying days.

		• Continue to discuss well-being in staff appraisals, offer support and be mindful of workload.
3.	Actively close gaps in attainment and achievement between students for all groups of pupils; especially pupils eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.	• Ensure staff are aware of the status and needs of pupils. • SLT to analyse data for groups of pupils. • Identify groups of underachievers and ensure actions are in place to accelerate progress. • Utilise catch up funding for identified groups. • Build relationships with families/communities, ensuring they feel valued within the school community and that they know how to support their children. • Support pupils with mentor/ELSA time focussing on well-being, self-esteem etc. • Ensure pupils develop a sense of identity, understanding their differences and helping them to be confident individuals.
4.	To promote cultural understanding, awareness and tolerance of different religious beliefs between different ethnic groups within our school and wider community ensuring all pupils and families feel a sense of belonging.	• Through the curriculum, particularly RE and Citizenship, pupils are more understanding of diversity and value difference. • Through first hand experiences e.g. visits to places of worship, children develop respect towards difference. • Global learning will help pupils to understand the plight of others allowing pupils to show compassion and empathy. • Challenge prejudice and educate individuals/groups where necessary. • Plan diversity week, particularly focussing on ethnic minorities within school. • Study inspirational famous people recognising the impact they have had on society.
5.	Continue to monitor the use of homophobic, sexist and racist language by students in our school. Analyse trends, reoccurrences and respond to incidents accordingly.	• Educate children through our curriculum. Ensure they are aware of protected characteristics and consequences of prejudice. • Include and challenge prejudice through our school values, assemblies and lessons so that pupils understand and respect other people's differences, views and beliefs. • Provide individual/small group support and teaching to both perpetrators and victims. • Utilise the expertise of outside agencies in order to provide bespoke teaching. • Share school policy, practise and expectations with all stakeholders. • Train staff to support pupils and ensure they know they will be listened to and taken seriously.