Springfield Junior School Equality Objectives 2026

At Springfield Junior School, we are committed to creating a welcoming, inclusive and respectful environment where every child, member of staff and family is valued and treated fairly. We believe that equality of opportunity is fundamental to ensuring that all pupils can thrive, achieve their full potential and develop into confident, responsible and compassionate members of society.

We recognise and celebrate the diversity within our school community and are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between all individuals, regardless of age, disability, race, religion or belief, sex, gender reassignment, sexual orientation, pregnancy or maternity, or marital status. We strive to ensure that every pupil feels safe, respected and represented within our curriculum, culture and wider school life.

Equality is not simply about meeting our legal responsibilities; it is central to our values and vision as a school. We actively promote understanding, respect and empathy, helping pupils to appreciate and celebrate differences while recognising the things that unite us as a community.

Through our identified Equality Objectives, we aim to continually strengthen our provision and remove any barriers that may affect pupil achievement, wellbeing or participation. We regularly review our practices, policies and outcomes to identify areas for improvement and take purposeful action to ensure that all pupils have access to the support, opportunities and experiences they need to succeed.

By working in partnership with pupils, staff, parents, governors and the wider community, Springfield Junior School is committed to continuous improvement in promoting equality, diversity and inclusion. Our Equality Objectives provide a clear framework for this work and demonstrate our determination to ensure that every child is given the opportunity to flourish, belong and achieve.

Objective 1	**Close the Key Stage 2 attainment gap between disadvantaged pupils (e.g., Pupil Premium) and their peers.**	**1,2,3,4**
Objective 2	**Diversify the curriculum and library to challenge stereotypes.**	**1**
Objective 3	**Reduce playground exclusion and foster positive relationships at break times.**	**1,2,3,4,5**
Objective 4	**Ensure school environments and communications are accessible to all families.**	**1,2,3,4**

Objective 1: Close the Key Stage 2 attainment gap between disadvantaged pupils (e.g., Pupil Premium) and their peers. (1,2,3,4)

- **Actions:** Deliver targeted 1:1 or small-group phonics and maths interventions.
- **Actions:** Use pupil premium funding to subsidise school trips and residential visits.
- **Actions:** Provide free booster clubs with device access for disadvantaged students preparing for national assessments.

Success Criteria: Disadvantaged pupils match or exceed national progress rates in reading and maths.

Lead / Timeline: Deputy Head / Reviewed termly at progress meetings.

Objective 2: Diversify the curriculum and library to challenge stereotypes. (1)

- **Actions:** Audit Year 3 to Year 6 reading spikes for diverse authors.
- **Actions:** Update history topics to highlight diverse historical figures beyond traditional figures alongside periods in history.
- **Actions:** Use assemblies to celebrate diverse cultural festivals corresponding to student backgrounds.
- **Success Criteria:** Learning walks show diverse representation in classroom displays and book corners.
- **Lead / Timeline:** English & Humanities Leads / Fully implemented by Spring Term. (1,2,3,4)

Objective 3: Reduce playground exclusion and foster positive relationships at break times.

- **Actions:** Train Year 6 students as "Wellbeing ambassadors" to spot and support lonely children.
- **Actions:** Introduce zoned playground activities through OPAL (e.g., quiet reading, Lego, football) to suit all preferences.
- **Actions:** Deliver child-friendly workshops on kindness and celebrating differences during PSHE lessons.

Success Criteria: Zero behaviour incidents linked to identity; playground surveys show high pupil happiness.

Lead / Timeline: Pastoral Lead / Launched in Autumn Term, monitored monthly. (1,2,3,4,5)

Objective 4: Ensure school environments and communications are accessible to all families.

- **Actions:** Install visual timetables and dyslexia-friendly signage in all junior corridors.
- **Actions:** Provide school letters in multiple languages or accessible digital formats for parents who require this.
- **Actions:** Audit after-school clubs to ensure pupils with SEND can fully participate.

Success Criteria: 100% of parents report feeling well-informed and included in school life.

Lead / Timeline: SENDCo & School Office Manager / Completed by Summer Term. (1,2,3,4)