



Southbourne Junior School

Equality Objectives October 2026 – 2030

Objective 1 — Reduce attendance gaps for disadvantaged pupils and pupils with SEND				
Action	Person Responsible	Resources Needed	Time Frame	Impact (add intended outcomes / evidence)
Analyse attendance data termly by pupil group (PP, SEN Support, EHC, Traveller).	Attendance lead (SLT)	attendance reports; data analysis time	termly	
Establish early-warning system with trigger points (e.g. below 90% attendance).	Attendance officer / SLT	Administration time	termly	
Develop attendance support plans for identified pupils (home-school agreements, agreed targets, barriers and interventions).	Attendance officer / Family support worker / SENCo	Templates; staff time; meeting time	termly	
Offer tailored support: flexible contact times, travel advice, signposting to welfare services, liaison with Traveller services.	Family support worker / Inclusion lead	Partnership agreements; budget for travel support	termly	
Provide parent information and communications about attendance.	Attendance lead	communications	termly	
Use pupil voice and pastoral staff to explore barriers and co-produce solutions.	Pastoral wellbeing lead / Learning Mentor, Pupil voice	Staff time; meeting space	On a 1:1 basis	

Objective 2 — Broaden and diversify curriculum resources and enrichment programme				
Action	Person Responsible	Resources Needed	Time Frame	Impact (add intended outcomes / evidence)
Audit current curriculum resources, displays, reading books and online materials for representation (including Traveller heritage).	Reading lead / subject leads	staff time	Spring 2026	
Purchase and integrate diverse books and resources; refresh library/class reading corners.	Library lead / Reading lead	Budget for books	Summer 2026	

Develop annual enrichment calendar of visitors and visits (include Traveller representatives).	Community links coordinator / DSL	Staff time	2027/28	
Adapt curriculum planning to reference links to protected characteristics and planned encounters.	Subject leaders	Planning time	New curriculum	
Involve pupils and parents (including Traveller families) in selecting resources and visitors.	Parent & traveller liaison	Meeting time	2027/28	
Monitor classroom displays and pupil work across the year for inclusive representation.	SLT / Subject leads	Monitoring schedule; time for learning walks	termly	

Objective 3 — Improve pupils' understanding and respectful behaviour towards protected characteristics				
Action	Person Responsible	Resources Needed	Time Frame	Impact (add intended outcomes / evidence)
Develop whole-school scheme of learning linking PSHE, RSE, oracy and assemblies on protected characteristics and respect.	PSHE lead / Curriculum lead	Planning time	2027	
Embed deliberate oracy opportunities in lessons (discussion norms, vocabulary teaching, question stems).	Oracy lead / English lead	Oracy resources; lesson planning time	2026	
Use restorative practice and peer-led activities to model respectful interaction and resolve incidents.	Behaviour lead / Pastoral lead	Restorative practice training; staff cover	On-going	
Introduce targeted lessons and role-play scenarios addressing stereotyping, name-calling and exclusion.	Class teachers / PSHE lead	Lesson resources; role-play materials	2026 PSHE curriculum	
Train staff in restorative approaches, inclusive language and incident management.	Inclusion lead / SLT	CPD budget; training time	Revisit 2027	
Track behaviour incidents, bullying logs and exclusions by characteristic and use data to target interventions.	Behaviour lead / DSL	Recording system; data-analysis time	On-going	
Run pupil-led campaigns (assemblies, posters, reading buddies) to celebrate diversity.	Pupil leadership teams / PSHE lead	Materials; pupil meeting time	2027	

Involve Traveller families and other community members in sessions to increase mutual understanding.	Traveller liaison	Meeting time	2027	
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Objective 4 - Improve pupils' understanding, respect and positive relationships by delivering a whole-school programme of structured dialogue and peer-led wellbeing ambassadors that promote empathy and anti-bullying behaviours.				
Action	Person Responsible	Resources Needed	Time Frame	Impact (add intended outcomes / evidence)
Review and update PSHE/RSHE and collective worship planning to include explicit lessons on empathy, difference, protected characteristics and anti-bullying scenarios.	PSHE lead and SLT	Planning time – Picture News	Autumn 2026	
Train staff and Wellbeing Ambassadors to facilitate structured dialogue activities (circle time, restorative conversations, role-play) that encourage respectful debate and perspective-taking.	Wellbeing lead	Wellbeing Club time, ambassador training	Autumn 2026	
Organise cross-year “respect” sessions (e.g., outdoor learning days) to develop empathy and understanding to others in the school.	SLT	Planning time	2026	
Introduce a clear reporting and response process for discriminatory incidents; ensure logging and follow-up includes learning for perpetrator and resolution for affected pupil.	SLT	Incident forms	2026	

Monitoring, Evaluation and Reporting - Review of Objectives 2022 – 2026

Objective 1 Ensure all new build areas comply with legislation regarding access
Actions Taken • All newly created areas have been constructed at ground level to provide step-free access to every space. • The new Nest area has been designed with access through the main school building and includes secure perimeter fencing for safety. • Where there is a small step into the Nest cabins, this has been minimised to the lowest practicable height to reduce barriers to access.

Impact and Outcomes

Improved physical accessibility: By situating all new areas at ground level, pupils and staff with mobility needs can access the new spaces without encountering steps or ramps, in line with access legislation requirements.

- Specific example: The Nest area can be reached from within the school building, enabling direct, level access for pupils who require classroom-to-resource transitions without external steps.

Enhanced inclusion and participation: The accessible design enables pupils with differing needs to join activities, clubs and leadership opportunities (for example, school council and sports-leader activities) that take place in new build areas, supporting pupil voice and community involvement.

Reinforced safeguarding and safety: The secure fencing around the Nest provides controlled access and supervision, aligning with the school's duty of care and safeguarding expectations.

Reduced barriers to movement and learning: Minimising the small step into the Nest cabins lowers the physical threshold for entry and reduces the need for alternative arrangements, thereby reducing stigma and logistical constraints for staff and pupils.

Note on data: The work described directly addresses physical access in new build areas as recorded in the project notes. (No numerical audit data was provided in the brief; accessibility improvements are evidenced by the ground-level design, internal access route, secure fencing and reduced step height.)

Objective 2 Ensure all pupils make informed choices about healthy eating, fitness and their emotional health and well being

Actions Taken

- “Eat Them to Defeat Them” vegetable eating campaign to promote healthy eating and increase pupil engagement with a variety of vegetables.
- Sporting events to promote fitness and competition, and an active playtimes programme managed by the playground leader scheme which organises active breaks using sporting equipment.
- Weekly after-school wellbeing club providing structured support for pupil emotional health and social connection.
- Establishment of wellbeing ambassadors based in the “wellbeing aviary” to champion emotional health across the school (ambassador programme in early stages and being embedded).
- Participation in the Junior Duke award, including a sporting ambassador role (Jess Rowe) to encourage leadership, challenge and healthy lifestyles.

Impact and Outcomes

Increased pupil engagement with healthy eating: The “Eat Them to Defeat Them” campaign has heightened pupil awareness and willingness to try vegetables through whole-school activities and promotional work. Teachers and staff report improved pupil discussion about food choices and a more positive attitude to vegetables during meals and lessons connected to health.

Greater daily activity and improved playtime behaviour: The playground leader scheme has structured active breaks and increased participation in physical activity at playtimes. Pupils demonstrate responsible use of play equipment and sensible behaviour outdoors, aligning with existing observations that pupils are calm, follow rules, and are proud of the trust placed in them.

Extended emotional health provision: The weekly wellbeing club has provided an additional targeted space for pupils to develop coping strategies, peer support and emotional regulation. Early monitoring shows regular attendance from a cross-section of pupils and positive staff feedback about pupils applying strategies learned in class.

Pupil leadership and ownership: Wellbeing ambassadors and the sports leaders have created visible pupil leadership opportunities. This has supported pupils to advocate for peers, organise activities (for example, lunchtime sporting sessions), and foster inclusion across year groups.

Contribution to personal development outcomes: These activities have contributed to pupils' increased confidence, mutual respect and community participation.

The school has taken a clear approach within personal development and physical education strands by specifying programmes (e.g., Junior Duke outcomes, structured active playtimes, wellbeing club content) and creating leadership roles to help monitor and reinforce learning. This is supporting more consistent teaching and checking of personal, social and health-related knowledge and skills.

Objective 3 To raise attendance levels of those children identified as persistent absentees

Actions Taken

- Personalised attendance letters were drafted and sent to the parents/carers of pupils identified as persistent absentees, outlining attendance concerns, statutory expectations and the support available from school.
- Follow-up face-to-face or telephone discussions were held with parents/carers to explore barriers to regular attendance, clarify expectations, and agree tailored support strategies.
- For one pupil where the mainstream setting was not meeting the child's needs, leaders reviewed provision and identified a more appropriate setting for that child, working with parents and external providers to support transition.

Impact and Outcomes

Improved communication and clarity: Personalised letters created a clear, consistent message to families about attendance expectations and next steps, strengthening the home-school partnership.

Engagement with families: Follow-up discussions helped surface individual barriers (health, transport, emotional well-being, or fit with the current setting) and enabled the school to agree practical support measures. Where parents engaged, there was a noticeable improvement in punctuality and day-to-day attendance within 4–6 weeks of the intervention (attendance increases were recorded for those families engaged).

Appropriate placement for one pupil: Identifying and securing a more suitable setting for a pupil removed a significant barrier to attendance for that child. This action preserved the pupil's access to a curriculum and pastoral provision better matched to their needs and is expected to improve sustained attendance and progress in the new placement.

Consistency with safeguarding and inclusion: The personalised and conversational approach ensured attendance actions were proportionate and sensitive to pupils' circumstances, safeguarding their welfare while promoting inclusion.

Objective 4 The progress and attainment of pupil premium pupils will be in line with non-pupil premium pupils

Actions Taken

- Participation in County Everyone Achieves project focused on disadvantaged pupils, with particular emphasis on pupil voice and relationship-building.
- Targeted relational work to increase sense of belonging for pupil premium pupils (including those with complex needs and traveller heritage).
- Focus on attendance improvement for pupil premium pupils through relationship-based approaches and monitoring.
- Recognition of complexity of need: leaders acknowledged many pupil premium pupils are double or triple disadvantaged (e.g., combination of disadvantage, complex SEN, traveller heritage) and tailored pastoral approaches accordingly.

Impact and Outcomes

Attendance: The school recorded an increase in attendance among pupil premium pupils following the Everyone Achieves work and strengthened relationship-building.

Belonging and engagement: Pupil voice activity and relational approaches increased pupils' sense of being known and supported. This contributed to pupils feeling more included in school life and more willing to engage in lessons and school responsibilities.

Behaviour and climate: Strengthened relationships and the focus on pupil voice reinforced the school's existing calm and focused behaviour culture. Pupil premium pupils benefitted from the high, consistent expectations and relational support.

Recognition of complexity: By identifying that many pupil premium pupils have complex SEN or traveller heritage, leaders have been able to personalise support (pastoral and attendance-focused), reducing barriers to school engagement for those pupils.

Limitations and ongoing challenge

The stated objective has not yet been fully achieved: progress and attainment of pupil premium pupils are still not consistently in line with non-pupil premium pupils. The school identifies this as an ongoing issue.

While attendance and engagement have improved, gaps in knowledge and understanding may persist where curriculum intent and precise identification of knowledge/skills have been missed.