

LINK Learning Trust Equality Objectives 2022-2024

Article 2 (non-discrimination)

The UN Convention on the Rights of the Child applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

At Link Learning Trust we continuously strive to ensure that everyone is treated with dignity and respect. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the Trust, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the trust feel proud of their identity and are able to participate fully in school life.

We will not tolerate discrimination or harassment or any action or conduct that contravenes the Equality Act 2010 and we will challenge any behaviour that compromises that commitment. Link Learning Trust works hard to foster good relations amongst the community and we will educate the pupils to understand and respect the views and characteristics of the diverse society that we live in. We believe that diversity is a great strength of each school in our trust, which should be respected and celebrated by all those who learn, teach and visit there.

Our Equality Objectives are detailed below. Progress towards meeting the Equality objectives will be reviewed at the end of the academic year and results will be published.

Objective 1: Improve the attendance of pupils with SEND and in particular pupils with an Education, Health and Care Plan (EHCP)

Why we have chosen this objective:

Following the COVID-19 pandemic our attendance analysis of pupils with protected characteristics has highlighted the particular difficulties pupils with SEND and in particular those with an EHCP have had in returning to a full-time education. Research across the country is indicating that this is not isolated to our particular context. We want to ensure that all pupils are provided with opportunities that are tailored to individual circumstances and for pupils and families to have the support they need in order to access their educational entitlement.

To achieve this objective we plan to:

- Design and implement a learning offer that is matched to need: universal/ targeted/ bespoke
- The Executive Team to monitor attendance of those with protected characteristics throughout the year
- SENCo to ensure those children with personalised curriculums can access/ appropriate resources
- Adopt a multi-agency approach, ensuring early intervention and the right professionals are involved (led by DHT)
- Implement the Inclusion Toolkit and monitor the impact through SEND review
- Welfare Team to monitor equality of opportunity - adapt and target support
- Add question to parental questionnaire to review how successful our approach has been

Objective 2: Ensure all pupils are provided with the support they need to make good academic progress and develop positive emotional well-being

Why we have chosen this objective:

The pandemic continues to impact the school communities in different ways. We want to ensure that every pupil is provided with opportunities to make progress in line with their personal targets. The pandemic has also brought many new and unexpected challenges to children and young people's mental health and wellbeing and this is evident in the increase in pupils with Anxiety Based School Avoidance (ABSA). We want to ensure the curriculum provides opportunities for pupils to be taught strategies to manage their feelings and emotions so that it does not become a barrier to learning or their life chances.

To achieve this objective, we plan to:

- Continue to provide pupils with high quality teaching and learning
- Further embed 'Zones of Regulation' as a tool to develop an understanding of emotional regulation
- Carefully assess gaps in pupil's knowledge at the start of the year and adjust the curriculum accordingly
- Monitor progress and attainment and ensure those pupils with protected characteristics are tracked rigorously to enable any trend to be identified and adjustments made to teaching if necessary
- Use SDQ and Boxall Profile assessments to identify baseline levels of need and post intervention outcomes
- Provide additional support and differentiated learning where needed
- Design and implement 'a child on a page' to capture the whole child-strengths and next steps
- Mental Health Policy - school offer
- Multi-agency approach/ advice and support from specialist services (e.g. CAMHS)
- Achieve the Sandwell Charter Mark by auditing the provision for social, emotional and mental health of the pupils and staff, action plan to address gaps to further develop a holistic trust-wide approach.

Objective 3: Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity

Why we have chosen this objective:

Each school in Link Learning Trust serves a diverse community of families; we want to ensure they are well represented in the curriculum we deliver to ensure all pupils feel empowered and have a positive self-image.

To achieve this objective, we plan to:

- Design and implement a trust curriculum that reflects the diverse community that we serve; high quality and inclusive
- Establish a whole-school culture driven by the Executive Team that values difference and diversity; articulated, modelled and rehearsed
- Audit the reading curriculum to ensure that it is diverse and reflective of the diverse city that we live in.

These objectives should be read in conjunction with the School Improvement Plan