

The Children's Hospital School at GOSH & UCLH: Equality Objectives 2025 – 2029

The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence inclusive of observations and daily interactions with pupils and our the 7 Key Principles upon which our school approaches equality. The school's Equality Objectives should be read in conjunction with the Accessibility Policy and the Equality and Diversity Policy.

Our equality objectives focus on specific areas where we have agreed to take action in order to improve equality and tackle disadvantages or preconceived ideas. **Equality objectives can relate to any of the 3 aims of the PSED, which are:**

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

'No child should leave themselves at the door' – At the hospital school we recognise that all children should be able to bring their true selves to learning.

At GOSH and UCLH school we will be proactive and reflective in our approach to practicing equity. We will do this by listening to and learning from our community and stakeholders. We will recognise and celebrate diversity, ensuring every aspect of our provision is inclusive and meaningful for all.

Our current equality objectives, as agreed with the Governing Body are:

- 1. To ensure pathways for our children and families are clear and transparent, meaning that all families can access learning appropriate to their child's needs**

Success Criteria:

All families report positively about being able to speak easily to a school member of staff

Families are able to contribute to their child's learning

Families have a good understanding of their child's learning

- 2. Equity runs through all areas of the curriculum**

Success Criteria:

The curriculum is aspirational for all children

Children and their families report positively about the curriculum they receive

Curriculum design acknowledges misrepresentation or under representation of some groups and people, and challenges this

- 3. To strengthen our partnerships with families and children, ensuring all voices are heard**

Success Criteria:

School resources and communication methods are accessible to all

There is a range of ways in which parents and carers can engage with the school

Parent and carer voice is included in strategic level work