Our school's Equality Objectives

1. To continue to develop our staff expertise in ADHD and Trauma-Informed practice.

Intent:

Objective 1a: To develop whole-staff understanding of Attention Deficit Hyperactivity Disorder (ADHD) and its overlap with trauma, leading to a more appropriate and responsive support for all pupils.

Objective 1b: To reduce misinterpretation of behaviour by improving staff knowledge.

As an example:

- ADHD → persistent inattention, impulsivity across contexts
- Trauma → hypervigilance, emotional dysregulation, relational triggers

They can co-occur—but require different responses.

Implementation:

- Deliver CPD on differences and overlap between ADHD and Post-Traumatic Stress Disorder / attachment and developmental trauma.
- Use real case studies to explore "What else could this be?"
- Train staff to recognise internalising ADHD presentations (more common in girls).
- Move staff language away from "challenging behaviour" toward underlying need (neurodevelopmental, relational, environmental). Shift the Narrative From "Behaviour" to "Need" Ensure pupils aren't treated differently *because* of a label—but supported appropriately *based on need*.

Impact:

- All staff complete CPD on ADHD and trauma-informed practice, with impact evidenced in classroom practice.
- Monitor school outcomes using our KPIs across the group - attendance, incidents, shillings, progress. Track the children who are diagnosed, medicated or receive interventions.
- Improved attendance, progress, and adjust provision where disparities persist.
- Disproportionality in sanctions, exclusions and restrictive interventions are reduced over time.

2. To continue to create psychological safety and belonging for girls.

Intent:
Objective 2a: To ensure girls experience a psychologically safe environment with strong, supported peer relationships and provision that reflects their social and emotional needs.

Objective 2b: To develop girl-specific therapeutic support and support Healthy Peer Relationships.

- Build small, predictable group spaces, acknowledging that many girls may find large SEMH environments overwhelming.
- We recognise, in practice: some girls mask distress, so “quiet” doesn’t equal “okay.”
- Provide consistent access to female key adults or mentors.
- Offer interventions around anxiety, self-esteem, friendships, and identity.
- Explicitly teach friendship skills, conflict resolution and boundaries.
- Use approaches that support emotional expression (not just behaviour regulation).
- Ensure access to therapy that recognises relational and trauma-informed needs.
- Intervene early in relational conflict (which can be less visible but highly impactful).
- Address Gender-Specific Safeguarding Needs. Educate around topics like consent, online safety, and exploitation.
- Provide proactive, not reactive, support in school. Ensure staff are confident discussing sensitive issues, that they feel confident to address acknowledging that relational dynamics that can be more complex for girls.

Impact:
- That Beormund is a space where girls feel safe, visible, and understood—not overlooked. Actively check in on belonging through pupil voice
- Girls report increased feelings of safety, belonging, and being understood (via surveys/pupil voice).
- Improved attendance, engagement, and retention of girls.
- Reduction in relational conflict (incidents) and increased positive peer interactions – also evident in incident reports and shillings averages.
- Targeted provision (e.g., mentoring, Girls Group) is established and sustained.

Our new Equality objectives (June 2026) have been selected to consciously improve and strengthen our **professional practice (ADHD/trauma understanding)** and to address **underrepresentation and experience (gender)**.