



Stillness Junior School

Equality Policy, Information and Objectives

Date of Policy:	November 2022	Approved By:
Renewal Date:	November 2026	Full Governing Body

Equality Statement

This policy is in accordance with The Equality Act 2010. It seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

The Equality Act 2010 brings together all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivering all kinds of services and in the context of this policy in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services.

The Act protects people from discrimination on the basis of certain characteristics, known as the 'protected characteristics' and they vary slightly according to whether the person is at work or using a service.

These characteristics are;

- Age
- Disability
- Gender Reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion / Belief
- Sex (Gender)
- Sexual Orientation

In England and Wales, the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of any of the above protected characteristics.

The Act makes it unlawful for the governing body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

In order to meet our general duties listed above, the law required us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information- to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any children).
- prepare and publish equality objectives.

In order to do this, we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment
- exclusions
- prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- recognise and respect diversity
- foster positive attitudes and relationships and a shared sense of belonging
- observe good equalities practice, including staff recruitment, retention and development
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that society will benefit

Our schools' aims statement values the individuality of all of our children.

- We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs.
- We offer a broad and balanced curriculum, and have high expectations of all children.
- We aim to ensure that no one experiences less favourable treatment or discrimination due to their age, disabilities, ethnicity, colour or national origin, gender, their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We aim to diminish the difference between the pupil premium and non-pupil premium children in Reading, Writing and Maths across the year groups.
- The achievements, attitudes and well-being of all our children matter.

School Policy Statement On Equality and Community Cohesion

Our school is committed to equality both as an employer and a service-provider:

- We make every effort to ensure that everyone is treated fairly and with respect.
- We make every effort to sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils, extra support is needed to help them to achieve and be successful.
- We make every effort to ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We make every effort to ensure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national

origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole school's responsibility.

School community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. ⁴ Design and deliver an inclusive curriculum. To be aware of the responsibility to record and report prejudice related incidents
Support Staff	Support teaching staff and senior staff in the above.
Parents	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head teacher on how pupils and parents/carers, staff and the wider school community is tackling inequality and achieving equality of opportunity for all.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy, Information and Objectives and our published equality information and equality objectives by publishing them on the school's website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and the Governing Body.

Monitor and Review

The Equality Policy, Information and Objectives is linked to the school development plan and includes targets determined by the governing body for promoting equality. As part of the regular schedule for monitoring policies and other aspects of school life, details of how our school is complying with the public sector equality duty will be reviewed by Governors at least yearly. We will update our equality objectives in the light of our review of activities and information gathering undertaken at least once every four years.

Any pattern of inequality found as a result of this monitoring will be used to inform future planning and decision-making. The Head teacher provides monitoring reports termly to Governors.

Stillness Junior School Equality objectives

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attendance
- Attainment
- Suspensions
- Prejudice related incidents
- Engagement in school activities
- Rewards and sanctions
- Representation on school bodies e.g. school councils

The school has identified the following equality objectives:

1. To ensure that our curriculum content is fully inclusive, diverse, current and relevant to children from our community.
2. To monitor and track the development and progress of SEND pupils and raise standards for SEND pupils and other vulnerable groups, which will lead to good learning and progress.
3. To ensure that targeted and individualised support is provided for key pupils to ensure that continuous behaviour difficulties does not result in exclusions

Curriculum

Equality objective:

1. To ensure that our curriculum content is fully inclusive, diverse, current and relevant to children from our community.

Why: Our school community consists of a variety of cultures and there are over 35 different languages represented across the school. We want to ensure that we encourage our pupils to become ambitious and curious learners and build a rich 'cultural capital.' It is important that their learning experiences are memorable and aid long- term retention and equip them with a wide range of vocabulary.

How:

Reviewing our curriculum and completing a well-defined progressive curriculum map across the school.

Ensuring that books in library and classrooms demonstrate and reflect diversity and children in our community.

Ensuring our curriculum offer is clear and ambitious and that staff to use digital resources and publications that demonstrate and reflect diversity and children in our community.

Special days selected for the academic calendar represent and reflect our community.

Music mornings and lessons represents and reflects our community.

Ensure the art around the school and displays represent and reflect our community.

Senior leaders and curriculum leads will monitor lessons to ensure diversity is evident.

Outcome: The school will reflect an inclusive environment where diverse families are 'normalised' and children feel safe and happy.

Inclusion**Equality objective:**

2. To monitor and track the development and progress of SEND pupils and raise standards for SEND pupils and other vulnerable groups, which will lead to good learning and progress.

Why: We want to advance equality of opportunity for all our children with SEND. We want our staff to be confident in supporting them to ensure they make good progress.

How:

The Inclusion team will meet with teachers termly to review the progress and IEP targets of pupils with SEND.

The Inclusion Lead will support teachers with resources and ideas for teaching pupils with SEND, ensuring that the recommendations from external agencies are implemented with the classroom.

The Leadership team and Inclusion team will carry out termly learning walks and/or lesson observations in order to establish the strengths and areas for development in meeting the needs of SEND pupils.

Staff will use provision maps and necessary tracking systems to effectively and rigorously track interventions and provision for pupils with SEND. Teachers to be accountable for progress and ensure SMART targets are addressing their barriers to learning.

Teachers and support staff will ensure that effective differentiation is provided through quality first teaching and the necessary resources are being used in the classrooms to meet the needs of SEND pupils.

The Leadership team and Inclusion team will work closely with subject leaders to successfully adapt and reconfigure the curriculum for SEND pupils.

The Inclusion team will establish termly meetings/communication with parents/carers of SEND pupils and involve them in the process of reviewing their child's needs.

PDM will take place with a focus on what Quality First Teaching, differentiation and will ensure that the SEND Non-negotiables are implemented taking place in the classroom.

Outcome:

All staff will have the knowledge and skills to effectively support the learning of children with SEND, resulting in good progress for all across the school.

Suspensions

Equality objective:

3. To ensure that targeted and individualised support is provided for key pupils to ensure that continuous behaviour difficulties does not result in suspensions

Why:

We want our staff to be confident in supporting key pupils with emotional or behaviour difficulties and regularly review and implement strategies.

How:

Introduce and adopt a mentoring strategy to reduce suspensions.

To develop strategies to improve and increase parental engagement of key pupils.

Ensure key pupils are given a role or responsibility around the school.

Source and direct parents to relevant outside agencies, courses, publications that may be useful.

Ensure staff receive appropriate training.

Emotional Literacy Support Assistants to implement strategies to support key pupils with their emotional regulation.

Outcome:

There will be a reduction in the amount of suspensions for key pupils.