Grange Junior School

Equality Policy

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to learn continuously whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion and belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their employment status
- Whether or not they have a connection with the forces community

- Whether or not they have refugee or asylum status
- Whether or not English is not their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Sex– we recognise that girls and boys, men and women have different needs
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that we all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marriage & civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement. Grange Junior School has fewer than 150 staff so the Governing body is not required to publish information in relation to the staff.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been in-volved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into ac-count both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum

- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying:

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately in accordance with our anti-bullying policy.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Equalities Information **Appendix A**

We recognise that the public sector equality duty has three aims, to:

•eliminate unlawful discrimination, harassment and victimisation and other con-duct under the Act.

•advance equality of opportunity between people who share a protected characteristic and those who do not.

•foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- pupil questionnaires
- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Pupil-related data

This section should not be overly burdensome, and the school should be able to access a large amount of data from RAISE online, already broken down by a number of protect-ed characteristics (The DfE advise in their guidance that the SEN characteristic can be used as a rough proxy for disability but care needs to be taken with this approach). You may also want to include comparative analysis with national and local data. Depending on the circumstances of your school, you may also want to publish relevant additional data (e.g. in relation to forces children, free school meals, pupils for whom English is an additional language etc).

Information	**Evidence and Commentary**
Overall attainment 2023 Attainment	63% of children achieving the KS2 expected standard in reading, writing and mathematics combined, 75% ARE in reading, 70% ARE in Writing, 77% ARE in Maths, 75%GPS. All above National figures, with writing in line with National.
Attendance data	2022-23=94.47% Term 1 2024 95.26%
Exclusion data	22-23 = 1.5 days

Grange Junior School Equality Action Plan

2021-2025

Priority	Action	Monitoring	Responsible Person	Timescale	Outcome
Race Equality: Ensure that adult role models are reflective of a range of cultures.	Through the staff appointment procedures be aware of the need to promote race equality Invite a wide range of visitors to school, linking to the curriculum/ key events where possible Ensure that the curriculum provides opportunities to learn about different cultures both within this country and globally EAL co-coordinator to provide transition support for pupils who join our school with no or limited English. This is through a combination of one-to-one support and EMTAS visits.	Feedback from parents, carers and staff EAL co-ordinator	Admin Manager Curriculum managers Curriculum managers Head/EAL co-ordinator	Ongoing	Staff are familiar with the principles of the Equality Plan and implement them Our school reflects the diversity of our community A range of visitors in school reflective of differing races and cultures Curriculum map revised, where appropriate units of work reflect race and equality awareness EAL pupils make at least expected progress (within their ability context)
Disability Equality: Break down barriers to perceptions of disability.	Celebrate the achievements of disabled role models nationally and globally linked to curriculum and key events Where appropriate ensure a range of visitors enable pupils to engage positively with disabilities Provide a range of support, within our capabilities, for pupils, parents and visitors with any disability	Curriculum manager monitoring Feedback from parents, carers and staff	All staff	Ongoing	Celebrate inclusion and diversity through assemblies A range of visitors in school who have disabilities School staff making the provision appropriate when required
Gender Equality: Ensure the school promotes gender equality. Continue to create engaging learning opportunities that promote achievement for boys and girls.	Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times Focus/audit provision of appropriate resources to ensure girls and boys are making good progress in all classrooms	Curriculum manager monitoring Resources manager auditing of resources	All staff Resources manager, librarian	Ongoing	As far as possible, a balance of male and female role models throughout the school Resources to engage and support both genders. Library with sufficient texts to support both genders
Community Cohesion: Achieve a greater awareness of national and community identity.	Ensure that the curriculum provides opportunities for children to engage with community events Embed British Values through curriculum.	Citizenship and RE subject reviews to audit community, national and global coverage.	All staff Curriculum managers	Ongoing	The planned curriculum represents national and global community learning opportunities, as well as reflecting British Values.

Sexual Orientation: Ensure that Sex and Relationship Education recognises diverse family structures.	Appropriate sex and relationships curriculum in place, following Hampshire guidelines Ensure all staff respond appropriately to questions raised by children, including bespoke HSLW support for children and families where required	Subject monitoring	All staff HSLWs	Ongoing	Pupils and staff recognise that families are made from a range of gender and sexual orientations. Children and families are well supported in this area
Religious Belief: Ensure understanding and tolerance of all beliefs.	Ensure that the curriculum provides opportunities to learn about different religious beliefs within this country and globally Foster high expectations of tolerance towards all differences	RE subject monitoring	RE Curriculum manager All staff	Ongoing	Children develop understanding of different Faiths across the key stage. School ethos is recognised and supportive of diversity.
Age: Ensure staff profile is representative of all ages.	HCC Employment guidelines are followed.		Headteacher and admin staff	Ongoing	Employment law adhered to.

Reviewed: February 2024
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