

**Equalities Policy
(Public Sector Equality Duty)**

Date of Policy Issue/Review	2024
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Introduction	
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Our school strives to create a positive, safe and caring environment where children have a strong sense of belonging. We are committed to having inclusive practice and ensuring equality of education and opportunity for all pupils, staff, parents and carers 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 to the school feel proud of their identity and are able to participate fully in school life.

We believe that diversity should be respected and celebrated. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and create a welcoming and positive environment for all.

The five core values at our school of kindness, respect, imagining, resilience and reflection helps children to understand about themselves and others. "Achievement by All" lies at the heart of children doing well in all aspects of their learning and personal development.

At our school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

At least every four years equality objectives are published and equality information is published at least annually, to comply with our public sector equality duty (PESD).

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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, but we will also analyse available data. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Behaviour including prejudice-based incidents
- Curriculum
- Pupil voice

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 group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will achieve this through by ensuring equality issues are included in our school curriculum as part of our focus on pupil's spiritual, moral, social and cultural (SMSC) development. We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups. We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

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Roles & Responsibilities	
We believe that promoting equality is the whole school's responsibility. Specifically:	
School Community	Responsibility
Governing Body	<p>Work with the Headteacher and Senior Leadership Team to:</p> <ul style="list-style-type: none"> • Involve the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these • Monitor progress towards achieving equality objectives • Publish data and publish equality objectives • Ensure that staff have access to appropriate training and resources
Headteacher	<p>As above including:</p> <p>Promote 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</p> <p>Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness and making reasonable adjustments for disabled members of our school community</p> <p>Ensure that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment, promotion or training opportunities</p> <p>Ensure that all staff are of their responsibility to record, report and respond appropriately to prejudiced-based incidents</p> <p>Actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all</p>
Senior Leadership Team	<p>To support the Head Teacher as above</p> <p>Ensure fair treatment and access to services and opportunities.</p> <p>Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils. .</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum.</p> <p>Record, report and respond appropriately to prejudice-related incidents</p>
Non -Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community. Record, report and respond appropriately to prejudice-related incidents.</p>
Parents/Carers	<p>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.</p> <p>Uphold the commitment made by the Head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Pupils	<p>Support the school to achieve the commitment made to tackling inequality by being actively engaged in their learning.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p> <p>Report prejudice-based incidents to a trusted adult.</p>

Links to other Policies	
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This policy should be read in conjunction with:

- SEN policy – your duties under the equality act to make reasonable adjustments
- Behaviour policy – procedures relating to prejudice-related incidents

Monitoring	
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Governors monitor data regularly, which is broken down into groups of pupils including attainment and attendance. Incidents of behaviour, including bullying behaviours are also monitored. Meeting and talking to pupils helps to ensure that children’s views are heard.

Review	
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Information about equalities is reviewed every four years and adjustments are made as appropriate. Further amendments may occur with changes in legislations or as the need arises.

Further information can be found on the [Department for Education website](#)

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Audit	
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Examples good of practice/approaches at Church Crookham Juniors include, as follows:

Protected Characteristic	Some Examples of Good Practice at CCJS
 Sex	<p>Providing equal opportunities for boys and girls (e.g. with football, netball, etc.) in all PE lessons and sports clubs.</p> <p>Promote female role models in school through curriculum, e.g. 'Hidden Figures'. Reviewing attendance and attainment and that it is similar between boys and girls.</p> <p>Avoiding direct or indirect discrimination to all employees, parents and children.</p>
 Sexual Orientation	<p>Curriculum and Relationships Education, includes an understanding that families are diverse and include, single parents, same sex parents, heterosexual couples, etc. and these are valued, as diversity is a strength.</p> <p>Staff actively tackling any prejudice-based comments between children.</p> <p>Avoiding direct or indirect discrimination to all employees, parents and children.</p>
 Age	<p>Development of staff menopause guidance for employees.</p> <p>Avoiding direct or indirect discrimination to all employees, parents and children.</p>
 Marriage and Civil Partnership	<p>Curriculum and Relationships Education, includes an understanding that families are diverse and include parents who maybe married, have civil partnerships or single parents, etc. and these are valued, as diversity is a strength.</p> <p>Avoiding direct or indirect discrimination to all employees, parents and children.</p>
 Religion or belief	<p>Ensuring pupils have support with ensuring that they are not disadvantaged (e.g. if fasting for Eid the children do not take part in PE).</p> <p>Avoiding direct or indirect discrimination to all employees, parents and children.</p>
 Disability	<p>Helping children to recognise disabilities, including those which may not be appear to be so visible (e.g. autism, ADHD, etc) and that children may need different support/strategies to help them succeed.</p> <p>Promoting role models who have a disability, such as William Grill who has dyslexia (who wrote 'Shackleton's Journey').</p> <p>Avoiding direct or indirect discrimination to all employees, parents and children.</p>
 Gender Reassignment	<p>Curriculum and Relationships Education, includes an understanding that families are diverse and may include family members who are transgender and they are valued, as diversity is a strength.</p> <p>Avoiding direct or indirect discrimination to all employees, parents and children.</p>
 Race	<p>RE curriculum includes a focus on 3 religions and helping children to understand about different faiths: Christianity, Buddhism and Islam.</p> <p>Avoiding direct or indirect discrimination to all employees, parents and children.</p>
 Pregnancy and Maternity	<p>Ensuring there are work place adjustments to support those who are pregnant, breastfeeding, having given birth or had a still birth in the last 6 months through risk assessments.</p> <p>Avoiding direct or indirect discrimination to all employees and parents.</p>

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Equalities Action Plan

Intended Outcomes	Actions Planned	Time scale	Resources	Annual Update
<p>To promote diversity and help pupils to have a deeper understanding.</p> <p>(Eliminating discrimination & fostering good relationships)</p>	1. Promote diversity through stories and real life examples. (Pupil voice showed this was what they wanted.)	Jan. 23 onwards	Weekly 'Picture news' assembly	Evidenced in planning and assemblies. Ofsted 2023 identified that children had a good understanding and could talk about this.
	2. Display and promote the protected characteristics in assemblies, curriculum and other opportunities, such as in the library and weekly discussion activity. Having a calendar of some events (such as International Women's Day') promoted at school.	Jan 23 Assemblies Calendar of Events for 23-24	Resources from education websites	Protected characteristics are on display and used around school. Some events included in calendar. Need to consider developing others.
	3. Staff training – such as through staff induction, regular training (including as part of child protection training sessions).	At least annually	Updated resources, as appropriate	Need to add this to staff induction training.
	4. Helping children to recognise disabilities, including those which may not be appear to be so visible (e.g. autism, ADHD, etc) and that children may need different support/strategies to help them succeed. Update SEND Policy, Accessibility Plan and SEND Statement, Behaviour (& anti-bullying) policy.	Spring-Summer 2023	Share with stakeholders & review.	Curriculum planning has been developed so there is some explicit teaching (such as English unit in Year 4) and examples are shown as role models who have made a success of their lives.
	5. Promoting role models who have a disability, such as William Grill who has dyslexia (who wrote 'Shackleton's Journey'.	Ongoing	Range of books, etc.	See above – this is still ongoing work.
	6. Helping children to develop a greater understanding of religions and beliefs through increasing visits, visitors and trips (e.g. Buddhist Temple, Mosque) in R.E curriculum and also valuing beliefs, such as Humanism through developing RE planning further.	Summer 2023	Training for RE Lead, Leadership and Management time & staff training. Links with the community	Some additional visits and trips organised and Humanism now included in RE curriculum.
	7. Promoting and sharing heritage of all pupils and staff in a large world map prominently displayed in library area in school	Summer 2023	Map, pictures, space in library.	This will be completed in Spring Term 2024.

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Intended Outcomes	Actions Planned	Time scale	Resources	Annual Update
<p>To reduce incidents of prejudicial incidents across the school, including homophobic, racist and sexist language.</p> <p>(Eliminating discrimination & fostering good relationships)</p>	<ol style="list-style-type: none"> 1. As above 2. Staff training (as above) 3. Monitor incidents and continue to report to governors 4. Review incidents and look for trends, etc. 5. Further training/development of curriculum/behaviour policy, etc. as required. 	<p>Ongoing</p>	<p>Governors meetings, monitoring reports, training time, etc.</p>	<p>Monitoring shows that there are still incidents of prejudicial language occurring but they are now not often repeated by the same individuals (as opposed to 2022-23). Evidence of more reflective/restorative approaches being used by staff, following new behaviour policy and subsequent training. This work is still ongoing as one trend identified is that children do not recognise using the term 'idiot' or 'dumb' relates to a protected characteristic.</p>
<p>To improve attendance and attainment for all pupils, but especially those with Special Educational Needs and to ensure attainment of boys and girls is broadly in line with each other.</p> <p>(Advancing Equality of Opportunity.)</p>	<ol style="list-style-type: none"> 1. Reviewing and monitoring attendance and attainment data 2. Progress reviews to look at gaps and identify next steps 3. Amending planning and approaches, as required. 	<p>Ongoing</p>	<p>Governors meetings, monitoring reports, training time, etc.</p>	<p>Monitoring attendance and attainment continues at whole school, group and individual level. Attendance and attainment for pupils with SEND continues to be a high priority.</p>