



POLICY TITLE	Equality Information and Objectives
UPDATED	October 2024

## **Introduction**

Minet Junior School is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring equality of education and opportunity for all members of our community.

We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement.

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.

## **Our approach to equality is based on 7 key principles**

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## **Purpose**

The Equality Act 2010 requires all public organisations including schools to comply with the Public Sector Equality Duty. This requires all public organisations including schools to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct

prohibited by the Act

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it, and
- Foster good relations between people who share a protected characteristic and people who do not share it.

This policy describes how the school is meeting these statutory duties and is in line with national guidance.

### **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs, - prejudices around race, religion or beliefs, - prejudices around gender and sexual orientation.

Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

### **What we do to promote equality of opportunity between different groups**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensure we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school has an accessibility plan that is renewed every 3 years or when a significant change has taken place.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **Admission and Exclusion**

- Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors
- We complete our own admissions process which is monitored to ensure that it is administered fairly and consistently to all pupils
- Information about pupils' ethnicity, first language, religion, physical needs, medical needs etc. is included on all the admission forms
- At Minet Junior School parents / guardians are aware of their rights and responsibilities in relation to pupil's attendance and absence is always followed up by appropriate staff
- Responsible provision is made for leave of absence for religious observance which includes staff as well as pupils
- Provision is made for pupils on extended leave so as they are able to continue with

their learning

- Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Engagement with Extended Services**

- We have good links with other schools, locally and regionally
- Teachers have links with other schools and promote good role models when interacting with staff from other schools, through a range of activities
- Learners have a strong voice and opportunities to take responsibility through our Student Council, rights respecting ambassadors, sports crew and eco-warriors
- We engage parents / guardians through a range of activities, consultation evenings and coffee mornings to name but a few. Our pastoral team work with our admissions team to improve children's attendance
- We have strong links with external agencies including social services, the health service and police
- Multi-agency working with voluntary agencies and private sector. Building networks and partnerships between services to encourage joint thinking and sharing of skills
- Outreach work via Early Help team including preventative work and crisis intervention, satellite groups, home visits and needs-led support
- Integrated support to ensure a personalised service
- Relevant signposting to other agencies in the community
- Raising awareness

### **Partnerships with Parents / Guardians**

- Progress reviews for parents and guardians are accessible and appropriate in order to ensure that all parents and guardians have the opportunity to participate in the dialogue. Parents and guardians are encouraged to telephone the school for an appointment at any time if they have concerns
- All parents and guardians are encouraged to participate at all levels in the full life of the school for example, through assemblies, parents' evenings etc.
- At Minet Junior School we work in partnership with parents, guardians and the community to develop positive attitudes to diversity and to address any specific incidents.
- We take steps to encourage the involvement and participation of under-represented groups of parents / guardians and sections of the community
- Information material for parents / guardians and users of the community facilities are easily accessible in user friendly language

### **The Curriculum**

The curriculum builds on pupils starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from ethnic minority groups
- Pupils who are looked after by the Local Authority
- Pupils who are at risk of disaffection and exclusion

The curriculum is planned to incorporate the principles of equality and to promote

positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extracurricular activities and special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

### **Assessment and Progress**

- All pupils have the opportunity to achieve to their highest standards. At Minet Junior School we ensure that assessment is free of gender, cultural and social bias, and that assessment methods are valid
- The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. At Minet Junior School we ensure that action is taken to counter this
- Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. We recognise all forms of achievement however small
- All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future planning
- Staff use a range of methods, approaches and strategies to assess pupils' progress

### **Monitoring**

- Our attainment records, including attainment and progress of vulnerable groups are monitored
- Attendance data is scrutinised with specific regard to vulnerable groups
- Data regarding exclusions and behaviour is scrutinised
- We have a rolling programme for reviewing school policies
- The implications for equalities in new policies and practices are considered before they are introduced
- Minutes of meetings are kept where equalities issues are discussed

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we;

- Review relevant feedback from parent questionnaires and parents' evening,
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children from the School Council and rights respecting ambassadors

### **Equal Opportunities for staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all

groups within our workforce.

- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

The principles outlined above in relation to fair and equal treatment will also apply to selection for training. Requests for training will be considered in accordance with the school's operational priorities, based on the school's overall development plan and budget allocations. Similarly, the training of school managers and Governors in issues of equality and discrimination is an essential part of our policy. Where training is scheduled to take place on site, the school will, where possible, adapt the methods of training delivery if current arrangements disadvantage particular individuals or groups of staff.

### **The role of Governors**

- The governing body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based on race, gender and disability
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, guardians and students
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, religion, gender or disability

### **The role of the Headteacher (and senior leaders)**

- It is the headteacher's role to implement the school's Equality policy and is supported by the governing body in doing so
- It is the headteacher's role to ensure that all staff are aware of the Equality policy, and that teachers apply these guidelines fairly in all situations
- The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The headteacher regards all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

### **The role of all Staff: teaching and non-teaching**

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality policy
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images

- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents

### Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

### Reviewing this policy

We review the information about equalities in the policy every three years and make adjustments as appropriate. Further amendments may occur with changes in legislation or as the need arises.

### Links to other documents

Please also see:

Behaviour policy

Anti-bullying policy

SEND policy and Information report

Admissions policy

### Minet Junior School's Equality Objectives 2024

Objective	Rationale	Actions to be taken to secure success
To narrow the gap in progress between specific groups of pupils eg race, gender, economic background (PPG) and SEND (Key principles: 1, 2, 6 and 7)	Gaps have been identified for some groups of pupils. We want to ensure that all pupils make good progress and achieve to their highest potential. We want to raise standards for all pupils.	Ensure equality of access for all learners. Regularly monitor and analyse pupil achievement and progress. Act on any patterns in the data that require additional support for pupils.
Focus on those arriving in school from abroad, as low attaining, or with speech and language needs. (Key principles: 1, 2, 6 and 7)	We have an increasingly mobile school, with many children arriving throughout the year, often not having been to school in the UK. We have a high proportion of children with speech and language needs.	EAL team to assess children arriving from abroad and include them in the correct EAL group to support their learning of English. Translate information as necessary. Low attaining children to be supported through interventions to catch up. Ensure children with speech and language needs have access to SaLT.

<p>Build a curriculum which reflects modern Britain, our school and all of its diversity. (Key principles: 2, 3 and 4)</p>	<p>MJS is a culturally diverse school and the understanding of these cultures should be celebrated.</p>	<p>Develop the curriculum to link to the cultures represented across the school.</p>
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