



Equality Policy 2024-2025

Reviewed and updated: October 2024

Next review: October 2025

Signed: 

(Governor)

Signed: 

(Head Teacher)

Date: 14.11.24

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Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values.

Sir John Sherbrooke Junior School is part of the Aspire Academy Trust since April 2017. We are a 'Take Care' organisation; we know the things we value and what we stand for. We encourage the profound personal development of all our pupils and encourage them to care for themselves, their world, and their work. We want the children to aspire to be the best they can be. The school has a warm, nurturing ethos where all children are valued equally. We ensure that all pupils have access to a broad and balanced curriculum with the National Curriculum forming the basis of this. Planning is differentiated to the individual's needs and ability.

Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Kerry Alexander-Brown. They will:

- Meet with the Headteacher every term, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Identify any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The headteacher is responsible for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Foreseeing good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, PSHE and RSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Equality considerations indecision making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality objectives

Objective:	To achieve this objective we plan to:
To ensure children make 'good' progress from their individual starting points and to narrow gaps in attainment between different groups of pupils in all areas of the curriculum. Eg: girls and boys.	Ensure rigorous monitoring of all groups of pupils is in place and that identification of any emerging gaps is picked up quickly to ensure keep up, not catch-up. Appropriate provision put into place to address any differences in progress or attainment. Impact of provision to continually monitored and reviewed half-termly.
That all school staff are alert to identifying where a pupil or family might be experiencing disadvantage, in order that remedial action might be taken.	We make these discussions a priority agenda item in weekly staff meetings and briefings (Monday and Friday). All staff including midday supervisors and support staff know how to use share a concern and there is always an open line of communication in school.
To promote the issues of equality and diversity as a key part of spiritual, moral, social and cultural development through all appropriate curricular opportunities and ensure that all children, no matter their background or need, have access to the wide enrichment opportunities the school offers.	Enrichment days will incorporate visitors from different faiths and cultures. We identify SMSC, British Values and Diversity links within each topic plan to show how we incorporate these opportunities across the curriculum. We will plan in more visits to important buildings within different faith communities. Ensure all children have access to attend trips and residential and all children are given the same opportunities to participate.
To increase the membership of vulnerable pupils in extra-curricular activities, and in this way reduce or remove inequalities in attainment throughout the school.	Use a tracking grid and registers of our extra-curricular activities to monitor pupil groups' involvement in all enrichment activities. Any underrepresentation of groups will be discussed with teachers and the SLT and measures will be put in place to address this, such as funding being made available or personal invitations to participate in activities and clubs. This is in line with our ASPIRE Ethos Model of Profound Personal Development, our schools offering an embedded Climate of Participation with an active Culture of Opportunity

Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by headteacher at least every 4 years.

This document will be approved by the governing body at least every 4 years.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- Intimate care policy