

The Giles Junior School



Our Mission:

- To live life proactively
- To care for self and others
- To nurture learning for a lifetime

Equality Scheme

Status

Statutory

This policy has been adapted from the Hertfordshire “Equality and Diversity; a service delivery toolkit for schools,” issued January 2008 and subsequent update in spring 2011.

1: Our equality ideals which underpin school life;

At Giles Junior School we are committed to equality for pupils, parents and carers, staff and all stakeholders:

- We strive to ensure that everyone in the school community is treated fairly, respectfully and has dignity in the school environment.
- We work hard to ensure that our school is a safe, secure and stimulating place for the entire school community. We eliminate inequality in our school through inclusive teaching and a creative curriculum that allows staff to encourage pupils to develop positive relationships with their peers.
- We recognise that people have different needs and understand that treating people equally does not always involve treating them all exactly the same. We understand that some pupils need extra support to help them achieve their full potential.
- We consult and involve different groups when making important decisions, for example by talking to the School Council, Inclusion Leaders, other groups of children, parents, carers and governors.
- We aim to make sure that no one experiences discrimination because of his or her disability, ethnicity, colour, gender or religion.
- We work in partnership with parents, carers, other schools, early years providers, the Local Authority and foster links with the wider community
- We recognise that some parents may require more support than others and work with them to provide additional help that meets the needs of the family. This may be for example; through providing the opportunity to access the internet in school, through reading together any letters or information sent home with the parent, accessing or sign posting external sources of support on behalf of parents.
- We visit local places of worship from a variety of faiths and invite members of faith communities in to school to share with the children at an age appropriate level.
- We use the Leader in Me programme across the whole school community to provide the ethos with which we teach and learn.
- We work closely with Giles Infant School to foster links which support the children in their transition to key stage 2.
- We work closely with local secondary schools to ensure smooth transition to key stage 3.

2. The Aims of Giles Junior School:

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

Principle 1: All learners are of equal value

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Vacancy advertisements include an appropriate short statement on our 'Equal Opportunities and Diversity Policy'

Teachers are appointed by a panel that includes at least one member who has received specialised Recruitment Training. This has been mandatory since 1 January 2010.

We provide staff training that includes aspects of 'Equal Opportunities'

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

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- homo/ heterosexual

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives, which we identify, take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

3: School Context

The characteristics of our school

The Giles Junior School is a Local Authority maintained mixed gender community Junior school with 218 pupils.

The school is average in size. Almost a third of the pupils are from a wide range of minority ethnic backgrounds and a small number are at an early stage of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils identified with special educational needs and/or disabilities is broadly average and includes a variety of needs including specific and moderate learning difficulties as well as social emotional and mental health needs, children on the autistic spectrum and physical needs.

Characteristic	Total	Breakdown (number and %)
Number of pupils	218	111 (51%) Female 107 (49%) Male
Number of staff	40	85 % Female 15% Male
Number of governors	15	53 % Female 47 %Male
Religious character		Non – denominational. Broad mix of backgrounds
Mobility of school population		Stability 91.4%
Pupil Premium	54	24.5%
Deprivation factor	0.21	
Disabled staff	0	
Disabled pupils (SEN/LDD)	18	8% Education Health and Care Plan (1) SEN Support (17)
Disabled pupils (no SEN)	1	1%
BME pupils	78	35%
BME staff	5	13%
Pupils who speak English as an additional language	33	15%
Average attendance rate		96.7%
Significant partnerships, extended provision, etc.		Giles Infant School; Bridge Builders; Link local schools, Family support Worker , Bright Stars; Stevenage Educational Trust; SEN Funding Cluster; Leys SpLD Base, Leys Primary Support Base
Awards, accreditations, specialist status		Healthy School; Anti-bullying; Artsmark; International school

4: Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- Disability

At Giles Junior School we implement an accessibility plan, which is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Giles Junior School has a duty to make reasonable adjustments to ensure that disabled members of the school community and visitors do not receive less favourable treatment.

Community Cohesion

Community Cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced and creative curriculum. Our school fosters close relationships with the wider community.

5: Roles and Responsibilities and Publish Information

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Mrs Heather Davies retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 4 months, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Mrs Andrea Chappell, Inclusion Manager
Disability equality (including bullying incidents)	Mrs Andrea Chappell, Inclusion Manager
SEND/D (including bullying incidents)	Mrs Andrea Chappell, Inclusion Manager
Accessibility	Mrs Andrea Chappell, Inclusion Manager
Gender equality (including bullying incidents)	Mrs Heather Davies, Head Teacher
Race equality (including racist incidents)	Mrs Heather Davies, Head Teacher
Equality and diversity in curriculum content	Mrs Heather Davies, Head Teacher
Equality and diversity in pupil achievement	Mrs Heather Davies, Head Teacher
Equality and diversity – behaviour and exclusions	Mrs Heather Davies, Head Teacher
Participation in all aspects of school life	Mrs Heather Davies, Head Teacher
Impact assessment	Mrs Heather Davies, Head Teacher
Engagement /Stakeholder consultation	Mrs Heather Davies, Head Teacher /GB
Policy review	Mrs Heather Davies, Head Teacher/ GB
Communication and publishing	Mrs Heather Davies, Head Teacher / GB

Commitment to review:

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

At Giles Junior School we will publish information annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

At Giles Junior School equality information will be available on the school website.

<http://www.gilesjm.herts.sch.uk/aboutus/policies.html>

This may be evident in many of our school policies for example; the behaviour, SEND/Inclusion and policies where the importance of avoiding discrimination and other prohibited conduct is expressly noted. Information may also be found in examples of curriculum work, which explore different

cultures and promotes understanding of different religions and involvement with the local communities.

Commitment to action

Governors will:

Provide leadership and drive for the development and regular review of the school's equality and other policies
Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
Highlight good practice and promote it throughout the school and wider community
Provide appropriate role models for all staff and pupils
Congratulate examples of good practice from the school and among individual staff and pupils
Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Headteacher and senior staff will:

Initiate and oversee the development and regular review of equality policies and procedures
Consult pupils, staff and stakeholders in the development and review of the policies
Ensure the effective communication of the policies to all pupils, staff and stakeholders
Ensure that staff are trained as necessary to carry out the policies
Oversee the effective implementation of the policies
Hold subject leaders accountable for effective policy implementation
Provide appropriate role models for all staff and pupils
Highlight good practice from individual staff and pupils
Provide mechanisms for the sharing of good practice
Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Ensure that the school carries out its statutory duties effectively Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
Be accountable for the behaviour of the staff team, individual members of staff and pupils
Use informal and formal procedures as necessary to deal with 'difficult' situations
Behave in accordance with the school's policies, leading by example
Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

Contribute to consultations and reviews
Raise issues with line managers which could contribute to policy review and development
Maintain awareness of the school's current equality policy and procedures
Implement the policy as it applies to staff and pupils

Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Contribute to the implementation of the school's equality scheme

All pupils/students will:

- Be represented by an Inclusion Leader within their classes who will raise awareness and greater understanding of disability and equality in school
- Treat all children equally and with respect

All parents/carers will:

- Encourage a spirit of co-operation between home and school.
- Encourage their children to treat their peers and adults with respect
- The school operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and learning:

We aim to provide all pupils with the opportunity to grow cognitively, creatively, emotionally, socially and physically to their full potential in an atmosphere of care, co-operation and mutual respect where each child and each adult feels well valued. We strive:

- To enable all children to acquire skills and knowledge relevant to life in a fast-changing world.
- To provide equal curricular opportunities for both girls and boys.
- To educate children towards an understanding and tolerance of other races, religion and ways of life and to instil respect for religious and moral values.
- To help children to appreciate human achievements and aspirations.

Admissions and exclusions:

Pupils are allocated a place in our school according to the Hertfordshire admission process. From time to time a pupil may join our school mid term. Providing there is a space for them in the year group a child will be allocated the place regardless of their background, religion, disability or special educational needs. The school will do its best to meet any additional needs.

We comply fully with legislation, which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

6: Engagement

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

Disability

Parents have been consulted through a questionnaire as to whether there are any adjustments that we need to make in order to help them support their child. We also use outside advice to make reasonable adjustments to the curriculum

Gender

We discuss with staff, parents and pupils specific gender issues as and when they arise

Race

We work in partnership with Black and Minority Ethnic Achievement to ensure access to and achievement in the curriculum for minority ethnic children and to promote race equality within the school.

Engagement – Participation and Involvement

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities. We have sought the views of all parents and pupils through questionnaires. We have also worked in consultation with our partner Infant school.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

7: Using information – Equality Impact Assessment, data and other information

Equality Impact Assessment (EQIAs) help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

8: Our School's Equality Objectives

Our equality objective-setting process has involved gathering evidence as follows:

School Improvement Plan

Raise Online Data report

Analysis of whole school data

Pupil Progress Reviews including rigorous analysis of vulnerable groups including SEN/D, EAL, BME, Gender, Pupil Premium

Consultation with school staff and governors
 School Council
 Pupil Voice
 Involvement of Inclusion Governor in discussion and analysis

Equality Objectives	Protected Characteristic
1. To narrow the gap in progress for children in vulnerable groups including SEN/D	Disability
2. To raise awareness of disability across the school	Disability
3. Develop links with partnership school in another country to promote understanding of culture and diversity.	Ethnicity and race
4. To give opportunities for all children to write at length particularly boys	Gender

9: Setting Equality Objectives Action Plan

See School Improvement Plan for Action plan

Date for review: September 2019

Distribution:

- A copy of this policy will be available to :-

- a) all school governors
- b) all teaching staff
- c) all School Office staff (as required)
- d) all parents (on request)

Approved..... Date: