

Achieving Excellence through Leadership

Equality Policy

Document Details	
Approving Body	FGB
Author	Giles Junior School
Committee Responsibility	Resources
Scheduled Review	Every three years
Date of Policy	December 2025
Next Review	December 2028

Please note that all policies are signed digitally on Governor Hub following ratification at the relevant Committee or Full Governor Body Meeting.

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 aim to:

- Ensure that everyone in the school community is treated fairly, respectfully and with dignity.
 - Provide a safe, secure and stimulating environment for all, eliminating inequality through inclusive teaching and a creative curriculum that promotes positive peer relationships.
 - Recognise that people have different needs and understand that treating people equally does not always involve treating everyone in the same way. We acknowledge that some pupils require additional support to achieve their full potential.
 - Consult and involve a range of groups when making important decisions, including the School Council, Inclusion Leaders, parents, carers and governors.
 - Ensure that no one experiences discrimination on the basis of disability, ethnicity, colour, gender, religion or belief, sexual orientation, gender identity or any protected characteristic.
 - Work in partnership with parents and carers, other schools, early years providers, the Local Authority and the wider community.
 - Recognise that some parents may require more support and provide appropriate assistance, such as help accessing online information, interpreting correspondence or signposting external support.
 - Visit local places of worship and welcome faith representatives to enhance pupils' understanding of different beliefs.
 - Use the Leader in Me programme to shape a positive ethos for teaching, learning and behaviour.
 - Maintain strong links with Giles Infant School and local secondary schools to ensure effective transitions across key stages.
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2. Aims of Giles Junior School

In fulfilling our legal obligations, we are guided by the following principles:

Principle 1: All learners are of equal value

Regardless of:

- disability
- ethnicity, culture, national origin or status
- gender or gender identity
- religious or non-religious belief
- sexual orientation

Principle 2: We recognise and respect difference

Equality does not mean treating everyone identically. Our policies, procedures and practice take account of the different experiences, backgrounds and barriers faced by:

- disabled pupils, ensuring reasonable adjustments
- pupils from different ethnic and cultural backgrounds
- pupils of all genders
- pupils of any faith or belief system
- pupils of all sexual identities

Principle 3: We foster positive attitudes, relationships and cohesion

We aim to promote:

- positive attitudes towards disabled people and an absence of disability-related harassment
- dialogue and strong relationships between groups of different ethnicities, cultures and faiths
- mutual respect between boys and girls, men and women, and an absence of sexist or homophobic harassment

Principle 4: Good equalities practice in staff recruitment, retention and development

We ensure fair employment practices for all staff and applicants.
We:

- advertise vacancies reflecting our commitment to equal opportunities
- appoint staff through trained panels
- provide staff training including equality and diversity
- ensure policies and practices do not disadvantage any group

Principle 5: We aim to reduce and remove existing inequalities

We proactively seek opportunities to remove barriers between:

- disabled and non-disabled pupils
- pupils from different ethnic, cultural or religious backgrounds
- girls and boys

Principle 6: Consultation and involvement

We engage widely with:

- disabled and non-disabled pupils
- those from various ethnic, cultural and religious backgrounds

- all genders and sexual identities

Principle 7: Society should benefit

Our work contributes to wider social cohesion and increased participation in public life for all groups.

Principle 8: We use robust evidence

We publish qualitative and quantitative equality information each year in line with the Public Sector Equality Duty.

Principle 9: Objectives

We publish and review specific, measurable equality objectives.
These are informed by evidence, consultation and local/national priorities.

3. School Context

Giles Junior School is a Local Authority maintained mixed-gender junior school, growing in numbers as it expands to three-form entry.
Demographic characteristics are updated annually in the School Improvement Plan.

4. Legal Background

We are committed to meeting our statutory obligations under the Equality Act 2010.

Public Sector Equality Duty (PSED)

We demonstrate due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

Specific Duties

Schools must:

- publish annual equality information
- set measurable equality objectives at least every four years

Protected Characteristics

For pupils, these include:

- disability
- ethnicity and race
- gender (sex)
- gender identity or reassignment
- pregnancy and maternity
- religion or belief
- sexual orientation

(Staff are additionally protected on the basis of age.)

Disability and Accessibility

We implement an Accessibility Plan to:

- increase curriculum access
- improve the physical environment
- improve access to information

Reasonable adjustments are made to avoid disadvantage.

5. Roles and Responsibilities

The Governing Body, Headteacher and all staff share responsibility for implementing this scheme.

- The Headteacher holds overall responsibility for delivery.
- Senior leaders report regularly on progress.
- Equality leads for specific areas are named in the table (checked and consistent).

Annual equality information will be published, and the scheme reviewed at least every three years.

Transparency underpins our decision-making, policy development and communication.

6. Engagement

We consult with:

- pupils (School Council, pupil voice activities)

- parents/carers
- staff
- specialist services (e.g., SEND professionals, equalities groups)
- partner schools

Consultation informs policy development and evaluation.

7. Using Information – Equality Impact Assessments

We use EQIAs to:

- check for unintended discrimination
 - ensure policies meet the needs of all groups
 - promote equality proactively
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8. Equality Objectives

Your objectives are suitable and legally sound. I suggest minor clarity improvements:

- 1. Narrow progress gaps for pupils in vulnerable groups, including SEND.**
- 2. Increase whole-school awareness and understanding of disability.**
- 3. Strengthen cultural understanding through an international school partnership.**
- 4. Increase opportunities for all pupils to write at length, with a focus on boys' engagement.**

(These remain measurable when linked to SIP actions.)

9. Review Schedule

- Full review: December 2028
- Annual publication of equality information
- Distribution to governors, staff and parents (website and paper on request)

