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Equality Policy	Issued: May 2020
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APPROVAL BY	FULL GOVERNING BODY

Equality Policy

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1. Introduction

At Alfred Street Junior School, we welcome our duties under the Equality Act 2010 [1] as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to be the best they can whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together - our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

This document should be viewed along with the school's policies on Accessibility [2] and Inclusion including SEND [3].

2. National and Legal Context

We recognise that we have duties under the Equality Act 2010 [1] in relation to the school community to provide equality of opportunity, fairness and respect for all, and to ensure that no-one is unlawfully discriminated against in line with the 9 protected characteristics (as detailed in the Equality Act 2010 [1]):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Gender
- Sexual orientation

We also recognise that we have a duty under the Education and Inspections Act 2006 [4] to promote community cohesion, i.e. developing good relations across different cultures and groups. This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 [1] and schools.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child [5], the UN Convention on the Rights of People with Disabilities [6], and the Human Rights Act 1998 [7].

3. School Context

Alfred Street Junior School is located in Rushden, Northamptonshire, and is housed in a distinctive Victorian building in the town centre. The school can currently accommodate up to 60 children in each year group. The school opened in 1872 and is affectionately known within the school community as 'Alfo'. We aim to play a valuable role in helping to shape rounded, determined young people who can face the challenges of the modern world with confidence, together with high aspirations and the ability to reach their full potential by providing an enriched curriculum. We are an inclusive school with a nurture group.

4. Principles

To fulfil our legal obligations, we are guided by a number of principles.

4.1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not English is their first language

4.2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate, but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

4.3. 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 and interaction between groups and communities different from each other
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics

4.4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle - i.e. from recruitment through to the cessation of employment and beyond - are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff). All members of staff and governors involved in recruitment and selection of staffing are trained on equal opportunities and non-discrimination.

4.5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

4.6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation; and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

4.7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life, irrespective of the protected characteristics of individuals and groups.

5. Application of the principles within this policy statement

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

6. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

7. Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Head Teacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff members are expected to work in accordance with the principles outlined in this policy to:

- Promote an inclusive and collaborative ethos in their practice
- Deal with any prejudice-related incidents that may occur
- Plan and deliver a curriculum which ensures inclusivity and equal opportunities for all
- Support pupils in their class who have additional needs

8. Equality Objectives

We recognise that the public sector equality duty has three aims:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- To foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objectives:

Objective 1: To narrow the gap between the performance of disadvantaged groups - including Ever6 FSM (free school meals) children, SEND children - and other non FSM children. In particular we are keen to diminish the difference between our PP pupils and non PP pupils.

Objective 2: To further develop strategies and opportunities that will prepare children for life in a diverse society including fostering respect for the differences between people and celebrate more the diversity within our community.

	Objective 1	Objective 2
Intent:	<ul style="list-style-type: none"> • To narrow the gap between the performance of disadvantaged groups - including SEND children and PP children – and other non-SEND or PP children. 	<ul style="list-style-type: none"> • To further develop strategies and opportunities that will prepare children for life in a diverse society including fostering respect for the differences between people and celebrate more the diversity within our community and

	Objective 1	Objective 2
		beyond.
Implementation:	<ul style="list-style-type: none"> • Head Teacher and PP Lead to direct staff in various delegated tasks to ensure all PP children get the best learning opportunities • Gap-Busting Interventions to take place and impact measured regularly • Pupil progress reviews • Regular work scrutiny • • Book Looks to focus on SEND/PP children and comparable impact. 	<ul style="list-style-type: none"> • Vision and values in assemblies • Growth Mindset assemblies and focus in all lessons • Focus on inspirational characters in CoJo Mission Weeks and assemblies • CoJo weekly missions embedding core values • Explicit teaching within RE and PSHE as well as across the curriculum • •Diversity Days / Events / Visits
Impact:	<ul style="list-style-type: none"> • Interventions (alongside class teaching) have had a positive impact on diminishing the gaps in the learning of SEND and PP children. 	<ul style="list-style-type: none"> • Children to be more tolerant, respectful and understanding of people with different beliefs or cultures from their own. • Children have had the opportunity to celebrate their own and others' cultures through Diversity Days / Events.
Monitoring:	<ul style="list-style-type: none"> • PP Lead and SENDco to monitor progress as part of their roles and report back to Head teacher. • Head teacher to then report to Governors. 	<ul style="list-style-type: none"> • Head teacher to keep log of assemblies. • JA to monitor impact of CoJo input. • LT to monitor impact of RE / PSHE input.

9. References

- [1] legislation.gov, "Equality Act 2010," 2010. [Online]. Available: <https://www.legislation.gov.uk/ukpga/2010/15/contents>. [Accessed 4 May 2020].
- [2] Alfred Street Junior School, "Accessibility Policy," 2020.
- [3] Alfred Street Junior School, "Inclusion Policy including SEND," 2020.
- [4] legislation.gov, "Education and Inspections Act 2006," 2006. [Online]. Available:

<https://www.legislation.gov.uk/ukpga/2006/40/contents>. [Accessed 4 May 2020].

- [5] UNICEF United Kingdom, “For Every Child in Danger,” [Online]. Available: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>. [Accessed 4 May 2020].
- [6] United Nations, “Convention on the Rights of Persons with Disabilities (CRPD),” UN, [Online]. Available: <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>. [Accessed 4 May 2020].
- [7] Equality and Human Rights Commission, “The Human Rights Act,” 15 November 2018. [Online]. Available: <https://www.equalityhumanrights.com/en/human-rights/human-rights-act>. [Accessed 4 May 2020].
- [8] Alfred Street Junior School, “Child Protection and Safeguarding Policy,” 2020.
- [9] GOV.UK, “Education Act 1996,” 1996. [Online]. Available: <https://www.legislation.gov.uk/ukpga/1996/56/contents>. [Accessed 19 February 2020].

10. Safeguarding

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [8]. All concerns must be reported to our Designated Safeguarding leads:

ASJS: Mrs K O’Connor, Mr C Butler, Mrs S Smith, Mrs W Watts, Mrs A Love