



'Learning for a Fuller Life....'

Equality Information and Objectives

As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

Formally adopted by the Governing Board/ Trust of:-	Taverham Junior School
Latest review:-	3/2/20
Chair of Governors/Trustees:-	Chris Wilson-Town
Next Review:-	Feb 2024

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‘There is nothing so unfair as the equal treatment of unequal people.’

(Thomas Jefferson)

1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

*NB: Protected characteristics include gender, race, disability, age, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity

2. 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.](#)

3. 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (the SENCO) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying 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 as set out in section 8.

4. Eliminating discrimination

In adopting 'Learning for fuller life', we want the children at Taverham VC Church of England School to become:

- successful and happy
- confident and resilient
- responsible citizens
- caring, respectful and tolerant
- reflective individuals

We see it is our duty to give children the skills to maximise their engagement with the world around them enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success. Taverham VC Church of England Junior is not a faith school for Christians but a Christian school for all. This ethos is reflected in our curriculum and behaviour policy/protocol

Any incidents of poor behaviour, including bullying and prejudice are recorded and acted upon using a restorative approach

The curriculum is monitored to ensure that it is fulfilling the aims of the school (see above) and adjustments are regularly made where necessary. This monitoring includes consultation with children, parents and Governors

Pupil progress is tracked regularly to ensure that children make good progress and receive intervention where necessary

All pupils have the opportunity to access extra-curricular provision, and priority is given to disadvantaged groups

Teaching is monitored to ensure it is of the highest quality enabling all children to meet their potential and receive equal entitlement to succeed

5. Advancing equality of opportunity

In addition to advancing equality of opportunity for people with protected characteristics, the school also applies this principle to the following groups:

- Pupils eligible for Free School Meals (FSM) and or Pupil Premium
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Looked after children

Information about all vulnerable and protected groups is stored on School Pod

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 which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Monitor and share progress and attainment data, showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement and implement actions, including interventions
- Make evidence available identifying improvements for specific groups where necessary e.g. decline in behaviour incidents against a particular group
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils e.g. SEN and LAC report to Governors
- Ensure that parents and children are listened to and their views are taken into account

6. Fostering 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 and PSHE (including statutory and non statutory aspects of RSE and Health education), 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

- Our library contains a wide range of books which reflect the reality of an ethnically, culturally and sexually diverse society and which show positive and non-stereotypical images of all groups
- Holding assemblies dealing with relevant issues. Pupils are encouraged to participate assemblies and external speakers are also invited
- Working with our local and wider community. This includes inviting leaders of local faith groups to participate in half termly RE days and visiting the local church and other community groups e.g. care homes
- Ensuring that there is fair representation from different protected groups in school e.g. house captains, sports leaders, school, eco and sports councils making sure that pupil voice is widely heard
- Mental Health Champions in school encourage respect, tolerance and support for each other
- Taking part in a range of fund raising events which help to develop local, national and global community links and foster a sense of caring for less fortunate groups (children often set up these initiatives independently)
- Taverham Junior School is a School of Sanctuary welcoming everyone as equal valued members of the school community
- Providing educational visits and experiences that involve all pupil groups (including additional experiences for more vulnerable groups) and are accessible for all
- Positive discrimination around gender e.g. girls only 4 square, girls and mixed football groups

7. Equality considerations in decision-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/experience:

- Is accessible to pupils with disabilities
- Has adequate facilities for different groups

8. Equality objectives

Objective 1:

To monitor and promote the involvement of all groups of children in the extra-curricular life of the school, including leadership opportunities:

Why we have chosen this objective: To ensure that children from all groups, particularly those from protected groups, have opportunity to be involved in extra curricular opportunities, and remove any barriers that may exist

To achieve this objective, we plan to:

- Monitor attendance at clubs,
- Talk to children, who have a protected characteristic, as to whether there are any barriers to them attending clubs, and adjust if possible
- Use pupil premium funding for children to attend relevant clubs e.g. dancing, sport
- Use of positive discrimination to ensure that there is representation of children sharing a protected characteristic in any leadership opportunities in school

Progress towards this objective (Jan 2021):

Objective 2:

To further improve accessibility across the school for students, staff and visitors with disabilities (see accessibility plan)

Why we have chosen this objective: There are increasing numbers of children with disabilities, particularly ASD/ADHD, and adjustments need to be made consistently in school to meet individual needs. We also want to ensure that our school is physically accessible for children with physical disabilities, including a wheelchair user.

To achieve this objective we plan to:

- Ensure that all recommendations from OT audit have been put in place for a new child coming to the school
- Ensure that information about children with disabilities is transferred to all staff, and that adjustments are made to meet needs

- Look at programme of intervention in school to ensure that all children are receiving a broad and balanced curriculum, and are not being withdrawn from the same lessons (see accessibility plan)

Progress towards this objective (Jan 2021):

Objective 3:

To increase staff, children and parents understanding of mental health difficulties and to ensure that adults and children experiencing these difficulties are well supported

Why we have chosen this objective: Children and young people are increasingly suffering from mental health difficulties

To achieve this objective we plan to:

- Use of mental health champions in school to promote mental health
- Mental health awareness day
- All staff to promote positive mental health awareness
- Set up Play Activity Leaders (PALs) to ensure that all children are included at lunchtime
- Time for You worker in school
- HLTAs trained in mental health awareness and intervention
- Training for staff
- Implement new RSE and health curriculum
- Use outside agencies to support need where required
- All staff to undergo STEPS training

Progress towards this objective (Jan 2021):

Objective 4:

To ensure that our curriculum fulfils the aims of the school (reflected by intent, implementation and impact)

Why we have chosen this objective: The curriculum that we offer, needs to be a reflection of our aims and should be broad and balanced for all children (also included in new Ofsted framework)

To achieve this objective we plan to:

- Consider how our aims are being met through our existing curriculum (conversations with staff, pupils and parents)
- Consider how this is implemented through individual subjects

- Look at how we are measuring the impact of our curriculum
- Skills and progression of the curriculum to be mapped and monitored through medium term plans

Progress towards this objective (Jan 2021):

9. Monitoring arrangements

The Governing Body will evaluate the progress made towards the equality objectives annually

This document will be reviewed by the Governing Body by at least 2024

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour Policy and protocol
- SEN Policy and Information Report
- RE and Collective Worship policies
- Teaching and Learning protocol
- PSHE and RSE and Health policies