



'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:-	13/5/24
Chair of Governors/Trustees:-	Matt Lambert
Next Review:-	May 28

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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 cover the following groups: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

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 CE Junior 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 CE 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. Our three rules; *ready, respectful and safe* are embedded in school life and reflect that everyone is expected to maintain the highest standard of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The school is opposed to all forms of prejudice. Staff and pupils are provided with an awareness of the impact of prejudice in order to prevent incidents. Where an incident occurs, the school is committed to ensure that appropriate action is taken, using a restorative approach, and a resolution is put in place. All incidents are reported in line with the school and LA recording procedures.

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

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. prioritising disadvantaged children for catch up intervention
- 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 (through regular surveys)

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
- An overview of the curriculum has taken place to ensure that it is as representative of the world and our community as possible. Our curriculum aims to celebrate diversity and promote acceptance and respect
- Holding assemblies dealing with relevant issues e.g. neuro-diversity week. 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 and boys football groups
- Children volunteer to be playground friends to ensure that no-one is left out or unhappy at break and lunchtimes

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	Action	Monitoring
To ensure that children and families with EAL are welcomed into the school and appropriate curriculum support is in place	<ul style="list-style-type: none"> • Ensure effective admissions and induction procedure in place • Assess the language level of new students • Provide strategies for teaching and ensure that inclusive practices are followed • Monitor progress • Support with transition • Staff CPD 	Monitored through EAL action plan
To monitor the achievement of all vulnerable groups and take timely action to address needs	<ul style="list-style-type: none"> • Termly pupil progress meetings • Action plans to address identified need • Analysis of data to identify group needs – actions put in place where needed • Learning support plans for children on the SEN record reviewed termly • Staff CPD where needed 	Progress of vulnerable groups is monitored by SLT (this includes the SENCO, EAL, LAC and Pupil premium champion) – actions taken accordingly
To improve levels of parental engagement in learning and school life	<ul style="list-style-type: none"> • Termly events for each year group where parents are invited into school to celebrate their child's learning • Face to face parent teacher meetings 	Parent questionnaires Parental feedback Collecting data on parental engagement at specific events – following up on missed parent teacher meetings

	<ul style="list-style-type: none">• SLT on the gate every morning and evening to allow for parental engagement• Regular PTA events• Parents are invited to help with school events and with reading	
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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