



West Earlham Junior School Equality Policy

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1. Vision and Values

Our school makes all members of our school community feel welcome irrespective of race, colour, creed or disability. Our vision and values promote equality and tackle discrimination.

West Earlham Junior School is committed to equal opportunities. Our school:

- Follows a philosophy that resists notions that ability is fixed
- Offers a choice of learning challenges

Working Together, Achieving Excellence

- Responds to children's diverse needs
- Overcomes potential barriers to learning and assessment

West Earlham Junior School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Our work is underpinned by guiding principles:

All learners are of equal value

We see all learners and potential learners and their parents and carers 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 or non-religious affiliation or faith background
- Whatever their sexual identity

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference 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

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

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

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

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
- People of different sexual orientation and identity

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
- People of different sexual orientation

We base our practices on sound evidence

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

Objectives

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

2. Context

West Earlham Junior School is a two form entry junior school. The school has a rising roll and is now oversubscribed at entry in Y3. The school is open for children from 8am until 3:20pm each day and has extensive afterschool provision.

The school buildings are all on ground level. There is an adult toilet and shower suitable for disabled use.

The building is well maintained and all classrooms have disabled access. There are slopes within school, which allow for disabled access throughout the building. Outside there is a small slope into the creative area, and a ramp into the dining hall.

Characteristic	Total	Breakdown (number and %)
Number of pupils	238	
Number of staff		77% Female 23% Male
Number of governors	7	57% Female 43% Male
Religious character	N/A	
Attainment on entry		Attainment on entry is historically very low compared to national average, though rising.
Mobility of school population		Mobility is average.
Pupils eligible for FME	66%	
Deprivation factor	.42	
Disabled staff	1	One member of staff has mobility needs
Disabled pupils	7	
Pupils with SEN	47 (9)	Pupils with statements or EHCPs in brackets
BME pupils	30	
BME staff	0	
Pupils who speak English as an additional language	8%	Home languages include Polish, Chinese, Japanese Lithuanian, Turkish, Vietnamese, Fula
Average attendance rate	96.9%	
Significant partnerships, extended provision, etc.		Extended provision 8am – 3:20pm daily
Awards, accreditations, specialist status		Healthy Schools Award, Eco-School Silver

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.

3. Legal Background

Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision 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
- Marriage and civil partnership (for staff only)

At West Earlham Junior School we implement accessibility plans which are aimed at:

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

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity

- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

We are committed to following DfE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities

- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Our school equality scheme will be published on our website. At West Earlham Junior School we will publish information annually about equality.

4. Roles and Responsibilities

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

Commitment to implementation

Catrin Parry-Jones retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 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	Catrin Parry-Jones

Disability equality (including bullying incidents)	SENCO team: Suzanne Dean, Rachel Bowen, Pastoral Support Manager, Di Burroughs
SEN/LDD (including bullying incidents)	Suzanne Dean, Rachel Bowen, Di Burroughs
Children Looked After	Lucy Canning
Safeguarding & Vulnerable children	Lucy Canning
Accessibility	Leadership and Management Committee
Gender equality (including bullying incidents)	Pastoral Support Manager, Di Burroughs
Race equality (including racist incidents)	Pastoral Support Manager, Di Burroughs
Equality and diversity in curriculum content	All teaching staff
Equality and diversity in pupil achievement	All teaching staff
Equality and diversity – behaviour and exclusions	All teaching staff
Participation in all aspects of school life	All staff
Impact assessment	Catrin Parry-Jones
Stakeholder consultation	Catrin Parry-Jones
Policy review	Catrin Parry-Jones / Governors
Communication and publishing	Catrin Parry-Jones, Simone Warnes

Commitment to review

The school equality scheme will be aligned with the School Development Plan and Premises and Accessibility Plans. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> • 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
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Congratulate examples of good practice from the school and among individual managers, staff and pupils • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • 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)
	Headteachers and senior staff will:
Policy Development	<ul style="list-style-type: none"> • 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
Policy Implementation	<ul style="list-style-type: none"> • Ensure the effective communication of the policies to all pupils, staff and stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold line managers accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Highlight good practice from departments, individual managers, staff and pupils

	<ul style="list-style-type: none"> • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively
	School Middle Leaders will:
Policy Development	<ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> • 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
Behaviour	<ul style="list-style-type: none"> • 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)
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme

	All staff: teaching and non-teaching will:
Policy Development	<ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> • 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
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme

5. Stakeholder Consultation

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).

6. Impact Assessment

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an on-going basis. A full report of outcomes will be sent to the governors each autumn term.

7. Action Plan

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
1 Ensure that gender is not a barrier.	Gender	<ul style="list-style-type: none"> Survey pupil opinion in circle meetings 	CPJ	Nov 15	
		<ul style="list-style-type: none"> Review sports and other extra curricular opportunities to ensure equality of access 	PB	Sept 15	
		<ul style="list-style-type: none"> Purchase new resources for the school library that provide positive role models for same sex relationships Review attainment data to ensure that there is no gender bias. Compare attainment data with national data. 	HE/RS CPJ/Govs	Spring 2016 Ongoing	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
2 Provide positive role models	Disability	<ul style="list-style-type: none"> Arrange a school visit from a paralympic athlete through PE / Sports links 	PB	Summer 2015	After visit, children formed own Boccia club
		<ul style="list-style-type: none"> Provide a range of resources such as library books, posters etc that promote positive images of disability 	CPJ, LC	Spring 15 ongoing	
		<ul style="list-style-type: none"> Links with individuals with different disabilities to visit school in a range of contexts 	CPJ	Sept 2015 ongoing	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
3 Ensure that the school environment is adapted to help children with hearing impairment	Disability	<ul style="list-style-type: none"> Request advice and review from adviser and parents of children with hearing impairment 	RS, SD	Sept 2015	
		<ul style="list-style-type: none"> Request feedback from staff who attend hearing impairment training to ensure that all resources needed are in place or are planned 	CPJ, RS	Ongoing	
		<ul style="list-style-type: none"> Ensure actions to improve environment in accessibility plan are carried out 	RS	Summer 2016 Refreshed 2017	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
4 Provide small teaching spaces for children who need periods		<ul style="list-style-type: none"> Adapt SENCo office space to enable small group tuition to take place 	RS	Summer term 2015	
		<ul style="list-style-type: none"> Maintain high quality environment in Support Base to enable small group teaching to take place 	RS, DB	Summer 2015	

	<i>of withdrawal for speech therapy, small group tuition etc</i>		<ul style="list-style-type: none"> Redecorate the Food Tech Room to provide a pleasant room for nurture work. 	L and M committee	Summer 2016	
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Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
5 <i>Improve provision for children for whom English is an additional language</i>		<ul style="list-style-type: none"> Assessment of current provision by Local authority advisor 	LR, RB	Summer 2015	In place
		<ul style="list-style-type: none"> Office staff trained in admission for families with EAL 	LR, SW	Summer 2015	
		<ul style="list-style-type: none"> Training for staff supporting child 	RB	Sept 2015	
		<ul style="list-style-type: none"> TA trained in supporting language acquisition in and out of class 	RB, JH	Sept 2015	
		<ul style="list-style-type: none"> Materials appropriate and available when needed 	RB, SD	Spring 2016	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
6 <i>Provide regular access to resources that reflect a multi cultural society</i>	Race	<ul style="list-style-type: none"> Ensure that resources include positive images of black and minority ethnic children 	All staff / budget holders	Sept 2015, ongoing	Drumming lessons
		<ul style="list-style-type: none"> Ensure that reading materials reflect multi cultural society 	HE, RS	Sept 2015 Library update spring 2016	
		<ul style="list-style-type: none"> Class teaching of African drumming and Samba 	CPJ	Sept 2015 ongoing	

						each week to date
			<ul style="list-style-type: none"> Weekly language lessons by native speaker of French, and visits by European teachers throughout the year. 	CPJ,SW	Autumn 2014, ongoing	
			<ul style="list-style-type: none"> Develop new links with schools in other parts of the world 	JP	Spring 2016	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
7 Enhance understanding of Roma and Traveller communities		<ul style="list-style-type: none"> Include examples of Traveller communities when choosing literature, resources etc 	HE, RS	Spring 2016	
		<ul style="list-style-type: none"> Challenge stereotypical views through PSHE 	All teachers	Autumn 2015, ongoing	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
		<ul style="list-style-type: none"> Parents / Carers will be invited to attend a hand over meeting at the end of each year so that new staff teams are fully aware of how best to support each child. 	RB, SD	Summer 2015 onwards	
		<ul style="list-style-type: none"> To invite parents to attend any relevant training 	SL	Ongoing	
		<ul style="list-style-type: none"> To provide opportunities for parents to make suggestions about whole school improvements that would benefit their child – SEN Parent forum termly 	RB, SD	Ongoing	
		<ul style="list-style-type: none"> Ensure that information sent home is accessible to families 	RB, SD, SW	Letters translated as necessary	