

**GREAT BRADFORDS
JUNIOR SCHOOL**

**Equality
Policy**

Reviewed: September 2023



“Together we learn; together we grow”

STATEMENT of PRINCIPLES

The policy outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and ensure the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Great Bradfords Junior School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (The Equality Act 2010).

In fulfilling the legal obligations cited above, we are guided by certain principles:

Principle 1: All learners are of equal value.

Principle 2: We recognise and respect difference.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

Principle 6: We consult and involve widely.

Principle 7: Society as a whole should benefit.

Principle 8: We base our practices on sound evidence and research.

SCHOOL VISION, MISSION STATEMENT and AIMS

The school vision, mission statement and aims, which can be found in full on the school website and throughout the school, reflect the school's commitment to equality:

“Our mission is to enable everyone to achieve success.”

POLICY COMMITMENTS

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- curriculum planning reflects a commitment to equality;
- the curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- there will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- the promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- the use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- it is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- a range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- all pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

- At Great Bradfords Junior School, we are aware that the leadership team is instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and the Local Authority on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with parents/carers and the wider community

Great Bradfords Junior School aims to work in partnership with parents/carers. We will:

- take action to ensure all parents/carers are encouraged to participate in the life of the school;
- maintain good channels of communication, e.g. through parent consultations, to ensure parents' views are captured to inform practice;
- encourage members of the local community to join in school activities and celebrations;
- ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

RESPONSIBILITY FOR THE POLICY

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- the school complies with all equalities legislation relevant to the school community;
- the school's Equality Policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents);
- the actions, procedures and strategies related to the policy are implemented;
- an annual review takes place at the Summer Term Governing Body meeting, where the collective findings will form the basis of the next improvement plan.

The Headteacher and Senior Leadership team has responsibility for:

- in partnership with the Governing Body, providing leadership and vision in respect of equality;
- overseeing the implementation of the equality policy and schemes;
- co-ordinating the activities related to equality and evaluating impact;
- ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- ensuring that staff are aware of their responsibilities and are given relevant training and support;
- taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- the implementation of the school's equalities policy and schemes;
- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- keeping up to date with equalities legislation.

MONITORING AND REVIEW

The Governing Body is responsible for the monitoring and evaluation of the Equality Policy. The Headteacher will be responsible for providing reports and data, as requested, with particular reference to:

- providing updates on equalities legislation and the school's responsibilities in this regard;
- supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, in the following recommended areas:
 - pupils' progress and attainment;
 - teaching and learning;
 - behaviour discipline and exclusions;
 - attendance;
 - admissions;
 - incidents of prejudice related bullying and all forms of bullying;
 - parental involvement;
 - participation in extra-curricular and extended school activities;
 - staff recruitment and retention;
 - visits and visitors.

As part of the monitoring process, on behalf of the Governing Body, the following committees will take responsibility for specific areas of the policy:

- **Teaching, Learning and Curriculum Committee:**
 - Curriculum;
 - Achievement;
 - Countering and challenging harassment and bullying (pupil related):
- **Personnel Committee:**
 - Staff recruitment and professional development;
 - Countering and challenging harassment and bullying (staff related).

Measuring the Impact of this Policy

The Equality Policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.

GREAT BRADFORDS JUNIOR SCHOOL

EQUALITY OBJECTIVES

On an annual basis, provide an analysis to Governors (via a variety of reports) on exclusions, attendance, achievement and school community involvement by gender, ethnicity, English as an additional language, and social background and special educational needs

Take action to address any disparities between different groups of pupils and include in the Headteacher's report to Governors.

Raise awareness of disability, diversity and cultural differences through the curriculum, particularly through the PSHE scheme of work in order to develop an increased understanding of equality despite differences.

Reinforce to pupils, through the curriculum and assemblies that, as well as racist behaviour, sexist and homophobic behaviour is unacceptable.

Monitor parental involvement of parents at consultation evenings and target under-represented groups of parents and sections of the community to increase attendance at school events.

Raise awareness of national and local helplines that are provided for different groups

Through the implementation of the Vision and Aims, foster a mindset that all stakeholders, pupils, parents and staff alike, can learn and grow together.



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ACCESSIBILITY PLAN

	Objectives	Responsibility/Resource	Monitoring
THE PHYSICAL ENVIRONMENT	<p>Ensure any new build or adaptations meet requirements and do not discriminate in any way for access to the physical environment.</p> <p>Ensure needs of new staff and pupils are addressed.</p>	<p>Headteacher & Caretaker, governors</p> <p>Headteacher, SENCo, Finance and Administration Manager; school nurse as required</p>	<p>Termly monitoring visit by Governors; annual Health and Safety audits; parental feedback</p>
THE PROVISION OF INFORMATION	<p>Ensure school website is continually updated as the main portal of information and is accessible to all.</p> <p>Ensure all communications are available via the school office as an alternative.</p> <p>Ensure that all existing and new policies incorporate equality duty.</p>	<p>Headteacher & Administration Manager</p> <p>As above</p> <p>Headteacher</p>	<p>Governors to carry out annual monitoring check of website; parental feedback;</p> <p>Governors (via review cycle of policies)</p>
ACCESS TO THE CURRICULUM	<p>Ensure that staff receive training on disability issues.</p> <p>Ensure that achievement of all groups of pupils is monitored.</p> <p>Ensure that curriculum is adapted to address needs of different pupils.</p>	<p>Headteacher & SENCo</p> <p>Headteacher; Assessment leader; SENCo; Heads of Year, class teachers</p> <p>Class teachers</p>	<p>Governors through monitoring visits and receipt of reports at meetings</p> <p>Senior Leaders via monitoring</p>



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