



# Monkwick

## JUNIOR SCHOOL

### Equality Information and Objectives Policy

Document Detail	
Approved By:	Local Governance Committee
Approved on:	22 June 2023
Version:	01
Next Review Date:	Summer term 2024

## **Monkwick Junior School - Equality Policy**

Monkwick Junior School believes that promoting equality is essential to creating a safe and successful environment for all. We embrace diversity and work hard to ensure everyone is equipped with the tools they need to be successful. We strive to create a culture which allows our children to flourish and be proud of who they are.

**Pupils, parents, staff, governors and the community have a duty to help support the embedding of the Sigma Trust values and ethos within the school. These are:**

- Integrity - be honest, transparent, trustworthy and true to your beliefs.
- Passion - be positive and enthusiastic about what you are trying to achieve.
- Aspiration - aim for your best and set high, realistic goals.
- Resilience - never give up and strive to improve.
- Accountability - take responsibility for your words, thoughts and actions.
- Respect - for yourself, your environment and other people.

**These values are demonstrated through the Equality Policy in the following ways:**

### **Integrity**

- We give a voice to every member of our school community.
- Children, parents and staff are able to share their views and concerns; these will be taken into account when reviewing policies and provision.

### **Passion**

- All children will understand the importance of embracing diversity.
- All children will be supported to explore their interests and given the support needed to be successful.

### **Aspiration**

- The curriculum will aim high for all children.
- All children will be encouraged to be ambitious in their goals.

### **Resilience**

- The school will always look for ways to improve and be more inclusive.
- Children will understand their place in the world and how to make positive changes.

### **Accountability**

- Staff will ensure all activities align with the school's culture of equality and inclusion.
- Children will be taught to foster positive relationships with others.

### **Respect**

- All children will learn how to be positive role models.
- All children will learn about the importance of celebrating diversity.

## **Legislation and Guidance**

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#) 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 requires 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](#)

## **Roles and Responsibilities**

Local Governance Committee:

- 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.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

Equality Link Governor:

- Meet with relevant staff to issues and how they are being addressed.
- Ensure they are familiar with relevant legislation and this policy.
- Attend appropriate training
- Report back to the governing body about any issues

Headteacher:

- Promote knowledge and understanding of equality objectives to the relevant stakeholders.
- Monitor progress against objectives and report back to the governing body.

All Staff

- Be familiar with and show regard to this policy.
- Work towards achieving the equality objectives.

## **Eliminating Discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant other school policies acknowledge the importance of avoiding discrimination and prejudice, for example in the anti-bullying policy (available on the school's website). The school's duty to act in accordance with the Equality Act 2010 is considered when decisions are made and policies are created.

## **Advancing Equality of Opportunity**

The school will work to minimise the disadvantage connected to a person's protected characteristic(s). It will make appropriate adjustments to meet a person's needs associated with their protected characteristic(s). The school will review attainment data to identify how pupils with protected characteristics are performing and respond appropriately. It will monitor data relating to people with protected characteristics and ensure evidence of improvement can be tracked easily. Where relevant, the school will share additional information with stakeholders relating to specific protected characteristics if this would advance equality of opportunity.

## **Fostering Good Relationships**

The school promotes good relations across all characteristics - between people who share a protected characteristic and people who do not share it. This is done through the PSHE curriculum, assemblies, other relevant policies such as the behaviour policy and anti-bullying policy and communication with stakeholders.

The PSHE curriculum promotes tolerance and acceptance amongst all pupils. In Year 3, pupils learn about how to identify and respond to bullying and about the importance of community and diversity. In Year 4, pupils learn about challenging prejudice and how to be a positive role model. In Year 5, pupils learn about healthy relationships, including the importance of respecting differences. In Year 6, pupils learn about hurtful behaviour and how to address it. Throughout the curriculum, pupils are taught to embrace differences and their own unique identities. Through reasonable adjustments, and other relevant support, it is ensured that all children access this learning fairly.

Assemblies are used to create a sense of community and belonging amongst all pupils and staff, regardless of differences. Content varies and includes a diverse range of materials from celebrating the successes of others to exploring how diversity strengthens the school community.

Other policies, such as the behaviour policy and anti-bullying policy (available on the school's website) recognise the need to challenge any behaviour which may conflict with the school's support of equality. Where relevant, they acknowledge the importance of guarding those with protected characteristics from discrimination and prejudice.

## **Showing Due Regard for Equality Implications**

The school shows due regard when making a decision or taking an action. It considers equality implications before and at the time of policy development and taking decisions, and keeps them under review on a continuing basis. The school embraces the Public Sector Equality Duty and believes it is essential to fostering a safe and tolerant environment for all.

When planning school trips and activities, the school considers how to ensure all pupils, regardless of protected characteristics, may participate successfully. These considerations are made at the planning stage and when completing risk assessments. Ensuring equal opportunity for such events is treated as a priority.

## **Equality Objectives**

### **Objective 1**

By the end of the 2027/28 academic year, 70% of children who are from a Black African background will achieve the expected standard in writing.

We have chosen this objective because most children who are Black African currently achieve below the national average (69%) in writing.

### **Objective 2**

By the end of the 2027/28 academic year, children with SEN achieving the age-related expectations in Reading, Writing and Maths will improve to 30% (the current national average is around 20%).

We have chosen this objective because children with SEN do not currently achieve at the same level as their peers.

### **Objective 3**

By the end of the 2027/28 academic year, the school's curriculum will have a wider range of representation across books, geographical and historical figures studied, and in PSHE lessons.

We have chosen this objective because we want our children from non-white British backgrounds to feel that the curriculum represents who they are. It is also important for children who are white British to learn about the successes/achievements of a diverse range of people.