

Park View Junior School Equality Policy (including Equality Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Park View Junior School is an average sized junior school located in the centre of a large housing estate. It caters for girls and boys from seven to eleven years of age (Year 3 to Year 6).

The school is currently able to take 75 children per year group, 300 throughout the school. Due to two new classrooms being added, in September 2018 the school building will be able to cater for 360 pupils (three-form entry) and pupils will filter up as three-form entry from Park View Infant School from September 2017. Presently, there are 10 good sized classrooms each containing an interactive whiteboard. In addition to the classrooms there are 4 smaller group rooms used for small group work and interventions, a room dedicated to ELSA (Emotional Literacy Support) and a school library. Park View Junior School has a hall available for PE, drama and assemblies, alongside providing a lunch space.

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There are some pupils from an ethnic minority background with 12% of pupils speaking English as an additional language. The school has no children from the Traveller community. 3 children have hearing impairment and the proportion of pupils having special educational needs and Statements is currently 15%. The number of pupils entitled to free school meals is 26% and the school is in an area of high social deprivation, with many children living in single parent, low income households.

The make-up of our staff and governors reflects the school profile. There is a good balance between age groups and we have 4 male members of staff from a total of 44. Within the governing body, there is a 4:5 ratio of men to women. No adults in the school have any registered disabilities. At Park View Junior School, pupil progress is monitored half termly and analysed both on an individual basis and for groups such as race, disability, gender etc. as appropriate to the composition of the school community at any particular time. The Raise-on-line data for performance of identified groups is analysed annually and any whole school issues addressed as part of the School Development Plan. For individual under-achievement, appropriate support is provided.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference

- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. 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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

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

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body:

Date for policy review:

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

Developing our Scheme

We have strived to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address.

In order to cater for disabled people the school was designed to the specifications detailed in the Disability Discrimination Act (DDA). There is one disabled toilet and doorways are wide enough for wheelchairs.

On-going involvement

Members of staff are very approachable and children are encouraged to trust them and share their problems. We have 3 LSAs who are trained ELSAs. They have a timetable which allows time to talk to children to help them develop, understand and reflect on the way they manage their feelings. We have speech and language LSAs who assess, monitor, support and carry out speech and language programmes.

In assemblies, the staff are able to discuss topics such as 'bullying' and 'differences' giving everyone an opportunity to voice their thoughts. A copy of the assembly timetable can be found on the school website.

Without exception, when pupil groups go outside of school for visits they represent the school very well. They are keen to present themselves as proud members of a Park View Junior School.

The web-site provides information for parents that are not easily accessible such as policies and procedures. Parent questionnaires are carried out twice a year to gauge the parent's views of the school.

Opportunities for Parents

Class teachers and members of the senior leadership team are available to parents every morning. They use this time to ask questions, clarify things and make suggestions about what we can do in school.

Parents' evenings are held in the autumn and spring terms and are very well attended (85-90%). At these meetings, parents discuss the progress of their children and they are given advice on what will help children at home. School reports are sent out to parents in the summer term. Parents can discuss these with the class teacher and can also if they wish complete a feedback and questionnaire sheet.

We have sought to engage parents/carers in supporting improved outcomes for their children through curriculum evenings, to explain the teaching of maths and ways in which parents can support their children. A series of meetings were held with parents during the year. The themes addressed issues or subjects in school that parents had requested more information about.

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Several times a year, parents are invited into school for ‘outcomes’ at the end of year group projects. ‘Outcomes’ give parents opportunities for pupil’s to share their work with parents.

Pupil-related data

Number of Pupils in the School 19th January 2017

Date	Total number of pupils in the school
Jan 2017	259

The Pupils and Classes 19th January 2017

Year	Year 3	Year 4	Year 5	Year 6	Total
No of Children	56	69	63	71	259
Boys	31	40	32	40	143
Girls	25	29	31	31	116

Number of Children on Roll in each 19th January 2017

No Religion	Christian	Hindu	Buddhist	Muslim	Anglican	Baptist	Roman Catholic	Sikh*	Other Religion	Refused	Total
167	74	7	3	6	0	0	0	0	2	0	259

First Language of students 19th January 2017

No. of EAL	English	Polish	Tamil	Bengali	Nepali	Urdu	Italian	Portuguese	Farsi/Persian	Romanian	Spanish	Total
	228	10	1	1	9	3	3	1	1	1	1	259

Number of Children on Roll from Different Ethnic Groups 19th January 2017

White - British	Any other mixed background	Any other ethnic group	White and Asian	White and Black Caribbean	White and Black African	Any other White background	Any other Black background	Black African	Indian	Pakistani	Refused	Any other Asian background	Bangladeshi	White Irish	Chinese	Total
202	11	1	3	6	1	15	2	4	0	1	0	12	1	0	0	259

We are proud to say that we are an inclusive school and value diversity. Our aim at Park View Junior School is to ensure that all pupils can meet their full potential. We consult with pupils about

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their learning as we believe their views are essential. There are times when pupils need extra provision to ensure progress is made and we have a duty of care to ensure that this provision is timely, effective and inclusive. Every teacher is a teacher of every child, including those with SEN. Number of Children on Roll with Special Educational needs 19th January 2017

No. of children with an Education, Health and Care Plan (E)	4
No. of children at SEN Support (K)	35

All of these children receive additional intervention and we monitor their progress very carefully. The percentage of pupil premium children is 41.7%.

Staff

19th January 2017

Teachers including the Headteacher	Learning Support Assistants	Other Support Staff	Administrative Staff	Lunchtime staff	Caretaking staff	Total
17	16	8	2	0	1	44

There are 44 members of staff at present including administrative staff, learning support staff, other support staff, lunchtime supervisors, caretaker and cleaners 40 are female and 4 are male. 41 members of staff are White British.

Date of publication of this appendix:

Date for review and re-publication:

Equality Objectives

Appendix B

NOTE: Governors may also wish to refer to the Governors workbook to support them in determining what objectives should be set and published and how they should be worded to ensure they are specific and measurable.

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Actions	Update :
<p>Race Equality</p> <ul style="list-style-type: none"> • To use the school newsletter to invite people who represent an ethnic minority to come into school and work with the children to learn about their culture and traditions. • To give LSA's updated training in order to meet the needs of pupils for whom English is an additional language (EAL). • Introduce and develop young interpreters group. • Provide access to the school website in different languages. 	
<p>Community Cohesion</p> <ul style="list-style-type: none"> • Informing parents about issues that might affect them i.e. events at school that may have an impact on immediate neighbours due to excessive cars in the area. 	
<p>Disability Equality</p> <ul style="list-style-type: none"> • Inviting disabled people into school to talk to the children about their lives. 	
<p>Gender Equality</p> <ul style="list-style-type: none"> • Tracking progress in writing of boys and girls • Increasing the number of male role models in school. 	

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Date for review and re-publication: **INSERT*