

Higham Ferrers Junior School

'Be the best you can be'



EQUALITY POLICY ***2023 - 2026***

APPROVED:	<i>JULY 2023</i>
SIGNED:	<i>SLT</i>
TO BE REVIEWED: Tri Annually	<i>JULY 2026</i>

RECORD of CHANGES

Date	Update / Changes
03.20	Full Policy Review, update and reissue of Equality Policy.
07.23	Policy Review, update and reissue.

CONTENTS

1. Vision Statement
2. Aims of our Equality Policy
3. Our Duties
4. Roles and Responsibilities
5. Responding to Hate or Prejudice-based Incidents and Bullying
6. How we Developed Our Objectives
7. Publication and Review

Appendixes

Appendix 1 Equality Statements

1. Pupils' Attainment and Progress:
2. The Quality of Provision - Teaching and Learning.
3. The Quality of Provision - Curriculum and Other Activities.
4. The Quality of Provision - Guidance and Support.
5. Behaviour and Attendance.
6. Partnership with Pupils, Parents, Carers and the Wider Community.
7. Leadership and Management.
8. Community Cohesion.

Appendix 2 Equality Information

Equality Policy

“Be the Best you can be”

1. Vision Statement

1.1 Higham Ferrers Junior School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

1.2 We recognise that there are similarities and differences between individuals and groups, but we will strive to:

- a. Ensure that our differences do not become barriers to participation, access and learning.
- b. Create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.

1.3 As a result of this recognition, we therefore realise that we cannot achieve equality for all by treating everyone the same. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

2. Aims of our Equality Policy

2.1 At Higham Ferrers Junior School we aim, through our Equality Policy, to:

- a. Eliminate discrimination, harassment and victimisation.
- b. Promote equality of access and opportunity within our school and within our wider community.
- c. Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation and ethnic origins.


3. Our Duties

3.1 We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

4. Roles and Responsibilities

4.1 Within our school specific staff and Governors have roles and responsibilities to promote and ensure our Equality Policy is implemented across the whole of the school and to promote Equality at all levels within it.

4.2 **Our Headteacher** will:

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- a. Ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy.
 - b. Oversee the effective implementation of the scheme.
 - c. Ensure staff have access to training which helps to implement the scheme,
 - d. Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice and practice available.
 - e. Monitor the scheme and report to the Governing Body at least annually on the effectiveness of the policy.
 - f. Ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

4.3 Our Governing Body will:

- a. Designate a governor with specific responsibility for the Equality Policy.
- b. Support the head teacher in implementing any actions necessary.
- c. Engage with parents and partner agencies about the scheme. • evaluate and review this scheme every two years

4.4 Our Senior Leadership Team will:

- a. Have responsibility for supporting other staff in implementing this Policy.
- b. Provide a lead in the dissemination of information relating to the Policy.
- c. With the Headteacher, provide advice/support in dealing with any incidents/issues.

5. Responding to Hate or Prejudice-based Incidents and Bullying

5.1 We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

5.2 We recognise that we, as individuals and society, often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour, sexuality, disability.

5.3 Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

5.4 We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

5.5 All hate incidents and prejudice based bullying is fully investigated by the Head teacher and Chair of Governors (where appropriate) and is reported to the Local Authority and full Governing Body. Advice and support is sought from the police where necessary.

6. How we Developed Our Objectives

6.1 We have used data and other information about our school as a common-sense measure to determine the effects of a policy, practice or project on different groups. We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. We have analysed a wide range of information to analyse the effects of our policies on protected groups.

6.2 Our equality objective-setting process has involved gathering evidence as follows:

- a. From the monitoring and analysis of pupil progress in the identified groups.
- b. From the following data

- Extended service information
- Pupils results – files and analysis
- Vulnerable pupils information
- Parent surveys
- C.P.D. records
- Monitoring of PSD
- Well-being and involvement
- Satisfaction ratings from questionnaires
- Rates of bullying/hate incidents
- Complaints information
- Reported racist incidents
- Attendance levels
- Access arrangements
- Take up rates for activities
- Recruitment information
- Professional development data
- Parental response information

6.3 The evidence was then analysed in order to choose objectives that will:

- a. Promote equality of opportunity for members of identified groups.
- b. Eliminate unlawful discrimination, harassment and victimisation

AND

- c. Foster good relations between different groups in terms of:
 - Ethnicity
 - Belief
 - Socio-economic background
 - Gender and gender identity
 - Disability
 - Sexual orientation
 - Age



7. Publication and Review

7.1 This equality scheme fulfils the statutory requirements under the terms of legislation. As it is a public document, the school governors publish it and make a full copy available on request in paper copy. It is also made available via the school website, and newsletters.

7.2 We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

7.3 **Three-year Equality Objectives 2023-26** The objectives between this period are:

- To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community.
- To actively close gaps in attainment and achievement between students and all groups of students; especially boys, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our students see and can be seen.
- To provide appropriate and early pastoral interventions for students to promote positive behaviour and inclusion, especially for those groups over-represented in behaviour data (including boys and students with special educational needs).



Appendix 1

Equality Statements

1. Pupils' Attainment and Progress:

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards. The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

2. The Quality of Provision - Teaching and Learning.

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.


Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background. Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour. Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Senior leaders regularly challenge teachers to close gaps between groups in Pupil Progress Meetings.

3. The Quality of Provision - Curriculum and Other Activities.

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. All pupils participate in the mainstream curriculum of the school. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of: boys and girls, pupils learning English as an additional language, pupils from minority ethnic groups, including Gypsies and Travellers, pupils who are gifted and talented, pupils with special educational needs, pupils with a disability, pupils who are in public care ,pupils who are at risk of disaffection and exclusion.



Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extracurricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

4. The Quality of Provision - Guidance and Support.

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school. All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities. Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children. The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning. We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.


Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

5. Behaviour and Attendance.

This school expects high standards of behaviour from all pupils, appropriate for their developmental level. We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline. It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Northamptonshire LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils. We monitor exclusions by gender, ethnicity



and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers. There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils. Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability. We make provision for leave of absence for religious observance, for staff as well as pupils. We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils. The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

6. Partnership with Pupils, Parents, Carers and the Wider Community.


We monitor parental involvement and have strategies to raise participation of underrepresented groups of parents and sections of the community. Information and meetings for parents are made accessible for all. Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified. This school encourages participation of underrepresented groups in areas of employment. e.g.: through work experience placements. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference. The school's premises and facilities are equally available and accessible for use by all groups within the community

7. Leadership and Management.

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short stay Traveller and Refugee pupils and those with English as an additional language. This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission. We will admit pupils with already identified special



educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview. The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Northampton County Council guidelines.

We will take steps to encourage people from underrepresented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored. Equality and diversity issues are reflected in our school's employment practices. Everyone associated with the school is informed of the contents of this policy.

All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it. We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff. The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community. This school opposes all forms of racism, homophobia, prejudice and discrimination. Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

8. Community Cohesion.

Almost all of our children are from a White British background; therefore, we have adopted a more explicit approach to multicultural teaching and learning in order to prepare them for their diverse world, with many different culture and beliefs.

We promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to ethnicity, religion or belief, and socio-economic background.



Appendix 2

Equality Information

1. Protected Equality Groups:

Our School has considered how well we currently achieve these aims with regard to the eight protected equality groups namely:

- Race
- Disability
- Sex
- Gender Reassignment
- Pregnancy and Maternity
- Age
- Religion or Belief
- Sexual Orientation

In compiling this equality information, we have :

- Identified evidence already in the setting/centre of equality within policies and practice and identified gaps.
- Examined how our setting/centre engages with the protected groups, identifying where practice could be improved.

Protected Characteristics	Aims of the General Duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Racial incidents are recorded and sanctioned within the guidance of behaviour policy</p> <p>Evidence logged and recorded in incident books</p> <p>Governors are aware of such incidents and they are recorded in the minutes.</p> <p>Internal data is analysed to ensure that all groups have similar outcomes.</p> <p>Recruitment practices are in line with LA model.</p> <p>Assemblies and regular RE and SMSC lessons develop children's awareness of race and celebrate difference.</p> <p>School values instil respect and pride for all.</p> <p>An annual celebration of black history month through assemblies and class work</p> <p>RE curriculum covers 6 major world religions.</p>	<p>All pupils have equal curriculum access regardless of race.</p> <p>All pupils access assemblies and other forms of collective worship.</p> <p>Take up of clubs is good and all children attend visits and trips.</p>	<p>We endeavour to visit different religious places of worship within our community.</p> <p>Whole school assemblies.</p> <p>Assemblies and regular RE and SMSC lessons develop children's awareness of race and celebrate difference.</p> <p>Our RE curriculum further explains major world religions.</p>

Protected Characteristics	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	Aims of the General Duty	
		How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Disability	<p>Barriers to SEND are removed through access to resources such as extra adults, equipment and external support.</p> <p>Classrooms reflect the needs of children, e.g. access, decoration.</p> <p>One page profiles are shared with all key staff to foster understanding and support strategies.</p> <p>Records show that there have been no incidents of bullying related to disability.</p> <p>School visits are accessible to children with any disabilities.</p>	<p>All children have equal access to the curriculum regardless of disability.</p> <p>Resources ensure that barriers to learning are removed.</p> <p>Disability is not a barrier to attending trips and risk assessments take into account specific needs in order to overcome barriers.</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Individual emergency evacuation plans are written or incorporated into risk assessments for vulnerable children when necessary.</p>	<p>PSHE curriculum strengthens the understanding that we are all different and this is to be celebrated.</p> <p>Staff model appropriate behaviour towards protected groups.</p> <p>The school accesses the physical difficulties team if required</p> <p>The school has several wheelchair friendly access points and a disabled toilet</p> <p>The school regularly accesses outside supporting agencies</p>

Protected Characteristics	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	Aims of the General Duty	
		How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Sex	<p>School tracks internal and national data to ensure that all groups attain similar outcomes and act upon concerns.</p> <p>Resources such as text books are carefully chosen to ensure that gender bias is eliminated.</p> <p>RSE policy is in line with national statutory expectations.</p> <p>All pupils have equal access to the curriculum regardless of gender.</p> <p>Clubs are attended and offered to all pupils.</p> <p>When appointing staff, a fair and transparent practice is adhered to, to ensure equality.</p> <p>School visits have equivalent facilities for boys and girls.</p>	<p>Access to the curriculum for all.</p> <p>Access to sporting and other events is non-discriminatory.</p> <p>When appointing staff, a fair and transparent practice is adhered to, to ensure equality.</p> <p>Challenge stereotyping of gender roles.</p> <p>RSE tackles gender stereotypes and discusses healthy relationships.</p>	<p>Giving children opportunities to try different clubs and sports regardless of gender.</p> <p>Visitors reflect good role models.</p> <p>Class assemblies.</p> <p>PSHE curriculum.</p> <p>RSE curriculum.</p>
Gender Reassignment	<p>Recruitment practices are in line with LA model.</p> <p>Multi and fancy dress days are non-gender specific, allowing children to express themselves without judgement.</p>	<p>All pupils access the curriculum regardless of gender.</p> <p>When appointing staff, a fair and transparent practice is adhered to ensure equality.</p>	<p>Equality in Employment Policy.</p>

Protected Characteristics	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	Aims of the General Duty	
		How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Pregnancy and Maternity	<p>Recruitment and other personnel practices comply with legislation.</p> <p>Emotional wellbeing and health is of importance to the school.</p> <p>Staff have access to Employee Assistance Programme.</p> <p>Occupational Health can be accessed by staff to support their medical health and enables them to fulfil their role.</p>	<p>Risk assessments are undertaken when a member of staff announces pregnancy and are reviewed during the pregnancy.</p> <p>Attendance policy and special leave policies followed.</p> <p>Requests to attend medical appointments are treated favourably.</p>	<p>During risk assessments, employees are made to feel comfortable in raising any adjustments they may require, and adaptations are made as necessary.</p> <p>KIT days are encouraged, and regular contact made.</p> <p>Flexible Working requests are considered in line with procedure.</p>
Age	<p>Recruitment procedures comply with equal opportunities legislation.</p> <p>Emotional wellbeing and health is of importance to the school.</p> <p>Staff have access to Employee Assistance Programme.</p> <p>Occupational Health can be accessed by staff to support their medical health and enables them to fulfil their role.</p>	<p>Recruitment procedures comply with equal opportunities legislation.</p>	<p>We welcome volunteers and educators of all ages to share their experiences with children.</p> <p>We try to accommodate work experience requests where possible.</p>

Protected Characteristics	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	Aims of the General Duty	
		How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Religion or Belief	<p>All pupils are offered the Northamptonshire syllabus for RE.</p> <p>Data regarding religion is collected when children start school and yearly thereafter.</p> <p>Policies and procedures promote respect for all regardless of beliefs.</p> <p>Absence for religious observance is authorised.</p> <p>School trips do not cut across any religious holidays.</p>	<p>Visitors from different faith communities are invited to school to speak to children.</p> <p>The right to withdraw a child from RE is observed; however, this is rare.</p> <p>Children can wear items of clothing that reflect their religious beliefs.</p>	<p>RE visitors to school encouraged.</p> <p>Recruitment procedures comply with equal opportunity legislation.</p> <p>Parents are encouraged to share their religious beliefs.</p> <p>School actively embraces the opportunity for children to broaden their knowledge of religions with local communities.</p> <p>RE curriculum explains major world religions.</p>
Sexual Orientation	<p>Recruitment procedures comply with equal opportunity legislation.</p> <p>Full acceptance of staff and pupil orientation.</p> <p>Homophobic language and bullying is recorded in line with Anti-bullying procedures and reported to parent and the County.</p>	<p>RSE curriculum refers to same sex marriage and relationships.</p>	<p>A flexible PSHE and RSE curriculum responds to issues that affect children at home, school or in the community.</p>