



Glebe Junior School

Equality and Diversity Statement and Policy

Date	Approved by	Minute Number
16 June 2020	Full Governors	FGB05/06/20
21 March 2024	SDC	SDC04/03/24 – Updated Policy v2

Glebe Junior's Equality and Diversity Statement

March 2024 – February 2027

Glebe Junior School is committed to equality. Everybody's needs are different and we understand that we should not treat everyone the same, as this may cause a disadvantage to some. We therefore, treat them equally.

We do our best to ensure that everyone is treated respectfully and fairly. We aim to ensure an environment where nobody should receive less favourable treatment because of their disability, gender (including gender reassignment), colour, ethnicity, religious beliefs, age, or sexual orientation. When preparing policies or procedures we aim to consider the impact on our stakeholders with regard to the protected characteristics in the Equality Act 2010.

Glebe Junior School is committed to promoting and achieving equality of opportunity for all pupils, parents, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity irrespective of:

- Age
- Disability
- Sex
- Gender Reassignment
- Race
- Religion or Belief
- Sexual Orientation
- Marriage/Civil Partnership
- Pregnancy and maternity

We aim to ensure that the whole school site is a safe and accessible environment for all.

We involve and consult with different groups within the school community to create a democratic process for decision-making. This is achieved through direct student consultation, the School Council, staff union representatives, staff meetings, governor meetings, and parent/carer questionnaires.

We aim to have a school environment that is supportive of the diverse needs of our students and provides a rich, varied and stimulating learning experience which is free from bullying, victimisation and harassment. We have clear procedures for dealing with prejudice-related bullying and incidents and any reported incidents are monitored and reported on to the School Governors.

Regular assessment of students learning is carried out to track progress and ensure all groups of students are achieving the best possible results. We recognise that for some students extra support is needed to help them to achieve and be successful. We provide additional targeted and timely support for those students who require additional help, support or guidance. Our school performance is compared to national and Derbyshire Local Authority data to ensure that different groups of students make appropriate progress.

We aim to achieve our commitment to equality through reference to the Teachers' Standards, the recruitment of appropriately qualified staff, adhering to our safer recruitment policy, and establishing a governing body which is representative of all sectors of our community.

March 2024

This policy should be read in conjunction with the following policies: Safer Recruitment, Behaviour, Anti-Bullying, Child Protection and Safeguarding, SEN and Disability, Health and Safety, Confidential Reporting Code and Keeping Children Safe in Education.

1. Legal framework

- 1.1. Glebe Junior School welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, gender reassignment and of maternity and pregnancy), religion and belief, marriage/civil partnership and sexual identity.
- 1.2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 1.3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Guiding principles

In fulfilling the legal obligations referred to above, we are guided by nine principles:

Principle 1: All pupils are of equal value

We see all pupils and potential pupils, 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.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities do not discriminate, but are differentiated, as appropriate, to take account of differences 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

Principle 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 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, women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities 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:

- whatever their age
- 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.

Principle 5: 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.

Principle 6: 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
- lesbian, gay, bisexual and transgender people as well as straight (LGBTQ+).

Principle 7: 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.
- lesbian, gay, bisexual and transgender people as well as straight (LGBTQ+).

Principle 8: We base our policies and practices on sound evidence

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

3. The Curriculum

- 3.1. We keep our curriculum under review in order to ensure that teaching and learning reflect the nine principles above.
- 3.2. Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate
- 3.3. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.
- 3.4. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.
- 3.5. Glebe Junior School takes part in certain national projects and award schemes, for example the National Anti-Bullying Week,
- 3.6. In curriculum materials in all subjects there are positive images of disabled people; of gay, lesbian and transgender and straight people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds

4. Ethos and Organisation

- 4.1. We ensure that the principles listed in above apply to the full range of our policies and practices, including those that are concerned with:
 - pupils' progress, attainment and achievement
 - pupils' personal development, welfare and well-being
 - teaching styles and strategies
 - admissions and attendance
 - staff recruitment, retention and professional development
 - care, guidance and support
 - behaviour, discipline and exclusions
 - working in partnership with parents, carers/guardians and the wider community.

5. Addressing prejudice and prejudice-related bullying

- 5.1. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above.
 - prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.

- 5.2. There are clear procedures for dealing with prejudice-related bullying and incidents. There is guidance available in our Behaviour Policy and Anti-Bullying Policy on how incidents should be identified, assessed, recorded and dealt with.
- 5.3. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

6. Roles and responsibilities

- 6.1. 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.
- 6.2. A member of the governing body has a watching brief regarding the implementation of this policy.
- 6.3. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- 6.4. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
- 6.5. All staff are expected to:
- promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

7. Information and Resources

- 7.1. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils, and it is available to parents, carers and the community on our website.
- 7.2. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

8. Religious observance

- 8.1. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

9. Staff recruitment, development and training

- 9.1. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- 9.2. The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.
- 9.3. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

10. Documentation and record-keeping

- 10.1. All other school policies should be read in conjunction with the Equalities Policy.
- 10.2. The annual school brochure includes the school aims, which are also shown on the school website. These clearly show that equalities underpins the ethos at Glebe

Junior School.

- 10.3. Before introducing important new policies or measures, the school carefully considers their potential impact on equalities.

11. Breaches of the policy

- 11.1. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

12. Monitoring and evaluation

- 12.1. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- 12.2. In particular we collect, analyse and use data in relation to achievement and attendance, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Information about the school population (February 2024)

Number on roll: 386

Information on pupils by protected characteristics

The Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of these, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'

There are pupils at our school with special educational needs and/or disabilities and these include:

Disability

Asthma and Eczema - YES

Physical Disability - YES

Downs Syndrome - NO

Attention Deficit Disorder - YES

ADHD - YES

Autism - YES

Global Learning Delay - YES

Diabetes - YES

Hearing - YES

Visual - YES

Multi-sensory - YES

Speech and language - YES

March 2024	Number of Pupils	% of school population
Female	187	48%
Male	199	52%

SEND		
No identified SEND	273	71%
SEN support	102	26%
EHCP	11	3%

Pupil Data: Ethnicity and Race	
Ethnicity/Race	Pupil
Afghan	0
Any other Asian	1
Any other Black	1
Any other mixed	3
Any other white	9
Arab	0
Black African	9
Black Caribbean	1
Black European	0
Bosnia-Herzegovinian	0

Chinese	2
Gypsy/Roma	0
Indian	2
Information not obtained	0
Iraqi	0
Kurdish	0
Not specified	0
Other Black	0
Other Ethnic Group	1
Other Mixed	0
Other Pakistani	0
Pakistani	0
Sri Lankan Tamil	0
White British	338
White English	0
White Irish	0
White and Asian	6
White and Black African	0
White and Black Caribbean	0
White and Indian	0
White and Eastern European	0
White European	0
White other	0
Not specified	14

Pupil Data: Religion and Belief					
Christian	62	Jewish	0	Other	1
Roman Catholic	6	Muslim	3	No religion	163
Hindu	1	Sikh		Not specified	150
Buddhist	0				

Number of pupils EAL	16
Pupil Premium	163
Pupils in care	3
Pupils in post looked after care arrangements	1

Our Equality and Diversity Objectives 2024-2027

The Equality Act 2010 requires us to publish specific and measurable equality objectives. These are based on our analysis of data and other information.

Equality and Diversity Objectives				
Category of Objective	Objective	Action Steps and Measures	Lead	Achieved By
Gender	To raise the attainment of boys writing in all year groups.	Review the Reading/ Writing curriculum. • Audit 'boy-friendly' resources and make any necessary purchases • Increase parental engagement of boys within EYFS, especially with reading and writing. • Develop 'boy-friendly' reading areas in EYFS	Eng Lead All Staff	September 2024
Disability	To develop pupils' understanding of disability further by celebrating disabled role models.	Whole school assembly program includes repeated opportunities to raise awareness of a range of disabilities. • Whole school themed days e.g. World Autism Day to raise awareness of the variety of disabilities in society and educate all pupils around this in a positive manner. • PSHE curriculum ensures disability is a key theme in all year groups.	HT SENDCO PSHE Lead	July 2025
Ethnicity/Race	To ensure our curriculum and any associated resources reflects the diversity of UK society.	English lead/SLT to ensure Quality Texts are diverse and reflect UK society, including book study texts. • Ensure the curriculum represents the diversity of society and challenges stereotypes • Deliver PSHE scheme as an effective tool in teaching young people about diversity, respect and challenging stereotype.	SLT English Lead PSHE lead	July 2025

Religion and belief	To increase the number of school visits from people of differing religions and beliefs to enhance the curriculum	Identify gaps in current provision • Approach parents/wider community to enhance curriculum • Arrange visits to local places of worship • Invite local faith leaders to lead assemblies/workshops • Celebrate a range of religious festivals throughout the year encouraging parental engagement with events.	RE lead	July 2025
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