

**Irthlingborough Junior School**  
**Equalities Information**  
**November 2017**

The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Fostering good relationships between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

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

Race  
Disability  
Sex  
Gender reassignment  
Age  
Pregnancy and maternity  
Religion and belief  
Sexual orientation.

In compiling this equality information we have:

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

**Summary of our Equalities Evidence:**

Protected Characteristics	Aims of General Duty		
	What evidence do we have 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	<ul style="list-style-type: none"> <li>• Racist incidents are recorded and sanctioned within the Northamptonshire County Council Guidance. Parents of both the aggressor and victim are supported.</li> <li>• Assemblies provide opportunities to promote racial equality, positive difference and similarities.</li> <li>• Parent Support Advisors are employed by the school and their work with parents enables them to identify issues and signpost to support where necessary.</li> <li>• The curriculum covers studies of different cultures through geography and RE. History units explore significant events in history including elements of the Holocaust from WWII or Apartheid in</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have equal curriculum access regardless of race.</li> <li>• Clubs are open to all pupils.</li> <li>• On entry to the school, EAL children sit the British Picture Vocabulary Scales which gives us a receptive age in English and a range in which children are working in.</li> <li>• The school values reflect our commitment to promoting equality.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school assemblies.</li> <li>• Class assemblies.</li> <li>• Discussions and news assemblies that respond to global themes that are current.</li> <li>• School library is resourced with books which celebrate cultural difference.</li> <li>• Curriculum links with a range of cultures through the RE curriculum.</li> <li>• All year groups do a visit to a religious setting through their curriculum which is free of charge to parents.</li> </ul>

	<p>Year 5.</p> <ul style="list-style-type: none"> <li>• Racist incidents are reported to the governing body through the head teacher.</li> <li>• When appointing staff, a transparent process of fairness is adhered to ensuring standards of equality are met through the appointment process.</li> <li>• Use of My Concern to report and share safeguarding concerns.</li> </ul>		
Disability	<ul style="list-style-type: none"> <li>• Wheelchair users can access the school through the school car park and Blue Badge holders have accessed to parking bays in the car park.</li> <li>• There is wheelchair access to both school entrances and there is a lift to enable wheelchair users to access the upper floor.</li> <li>• Parent Support Advisors are employed by the school and their work with parents enables them to identify issues and signpost to support where necessary.</li> <li>• The SENCo liaises with agencies that provide support listed on Statements/EHCPs or recommended with health care professionals.</li> <li>• Incidents that are a result of disability are reported to the governing body through the head teacher.</li> <li>• Use of My Concern to report and share safeguarding concerns.</li> <li>• School uses IHCPs to ensure equality of opportunity and experience for all children.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have equal access to the curriculum regardless of disability.</li> <li>• Clubs are offered to all pupils.</li> <li>• The school values reflect our commitment to equality irrespective of disability.</li> <li>• Support is provided to parents who have a disability to engage fully in school life.</li> <li>• Risk assessments are written for those pupils with a high level of need.</li> <li>• Risk assessments are written for staff who require adaptations to their working arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• Our PSHE lessons address issues concerning disability.</li> <li>• The school supports and fund raises for charities that support people with disabilities.</li> <li>• School library is resourced with books which promote equality.</li> </ul>

Sex	<ul style="list-style-type: none"> <li>Data is analysed through ASP to monitor differences in attainment and progress between boys and girls.</li> <li>Our sex and relationships policy guides our practice in our approach to teaching gender specific health issues</li> <li>Parent support advisors are employed by the school and signposts support where necessary.</li> <li>We conform to Equal pay legislation.</li> <li>We ensure that all posts in school comply with equal opportunities good practice and legislation - No roles are advertised as gender specific e.g. employ male and female LSAs.</li> <li>Clubs are offered to all pupils.</li> <li>The behaviour policy reflects our commitment to equality irrespective of gender.</li> <li>Use of My Concern to report and share safeguarding concerns.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have equal access to the curriculum, regardless of gender.</li> <li>Clubs are offered to all pupils.</li> <li>The school values reflect our commitment to equality irrespective of gender.</li> <li>When appointing staff, a fair and transparent practice is adhered to which ensures equality for all in the appointment process.</li> </ul>	<ul style="list-style-type: none"> <li>PSHE curriculum covers gender issues.</li> <li>We ensure that the children see equal opportunities in action for instance male and females in all roles e.g Senior Leaders hip, LSAs etc.</li> <li>Assemblies promote gender equalities.</li> <li>Visitors provide role models representing both genders – STEM Day at the start of 2017 term</li> </ul>
Gender Reassignment	<ul style="list-style-type: none"> <li>Emotional health and well being of children and staff is prioritized by the Trust and school.</li> <li>The school has a range of emotional well being interventions for children.</li> <li>The school employs a pastoral support mentor for children.</li> <li>Parent support advisors are employed by the school and signposts support where necessary.</li> <li>Use of My Concern to report and share safeguarding concerns.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have equal curriculum access regardless of gender.</li> <li>Clubs are offered to all pupils.</li> <li>School values reflect our commitment to equality irrespective of gender.</li> <li>When appointing staff a clear and transparent practice is adhered to which ensures equality for all in the appointment process.</li> </ul>	<ul style="list-style-type: none"> <li>Assemblies.</li> <li>PSHE curriculum.</li> <li>Visits and visitors provide a range of role models representing both genders.</li> </ul>
Pregnancy and Maternity	<ul style="list-style-type: none"> <li>When appointing staff a clear and transparent practice is adhered to which ensures equality for all in the appointment process.</li> <li>Emotional well being of staff is valued and of paramount importance.</li> <li>Staff have access to Relate Counselling services.</li> </ul>	<ul style="list-style-type: none"> <li>Risk assessments are undertaken formally when a member of staff announces her pregnancy.</li> <li>Adaptations are made to staff working arrangements where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Assemblies.</li> <li>PSHE Curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff are referred to Occupational Health to ensure well-being which enables them to fulfill their role.</li> <li>• Use of My Concern to report and share safeguarding concerns.</li> <li>• Trust special leave policy allows paid time off for both parents to attend anti-natal appointments and paid time off for fertility.</li> </ul>		
Age	<ul style="list-style-type: none"> <li>• When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</li> <li>• Emotional health and well being of staff is of paramount importance. Staff have access to Relate counselling services if they feel it is necessary.</li> <li>• Staff referred to Occupational Health to ensure health and well being to fulfil their role.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessments carried out when a member of staff indicates they have a concern.</li> <li>• Adaptations to staff working arrangements when necessary.</li> <li>• When appointing staff a clear and transparent practice is adhered to which ensures equality for all in the appointment process.</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies.</li> <li>• PSHE curriculum.</li> <li>• Rich and diverse curriculum.</li> </ul>
Religion and Belief	<ul style="list-style-type: none"> <li>• All pupils are offered the Northamptonshire agreed syllabus for RE.</li> <li>• All pupils have the opportunity to take part in assemblies although parental choice is respected and adhered to.</li> <li>• All parents are offered the right to withdraw their child from RE.</li> <li>• Staff beliefs are respected and catered for.</li> <li>• Incidents of racist/hate crimes involving religious beliefs are recorded and registered with Northamptonshire County Council. Parents of both aggressor and victim are supported.</li> <li>• Assemblies are used to celebrate religious belief and celebrate diversity.</li> <li>• When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</li> <li>• Use of My Concern to report and share safeguarding concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have equal access to the curriculum regardless of race or religious belief.</li> <li>• After school clubs and provision are offered to all pupils.</li> <li>• Trust and school values reflect our commitment to equality with regard to belief.</li> <li>• Religious observance is supported both for children and for staff.</li> <li>• Pupils and staff are permitted to wear items of clothing that are significant to their beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies.</li> <li>• PSHE curriculum.</li> <li>• School provides educational visits to places of worship. The school meets the cost of these visits.</li> <li>• Visitors to school support our values of the importance of a range of beliefs.</li> </ul>

Sexual Orientation	<ul style="list-style-type: none"> <li>Emotional health and well-being of staff is of paramount importance.</li> <li>To support pupils we have a Pastoral Support Worker who has training in therapy and is timetabled for support where necessary.</li> <li>Parent support advisors work with parents to signpost support where appropriate.</li> <li>The school nurse works with the school to advise on any referrals she receives with regard to gender related issues.</li> <li>Use of My Concern to report and share safeguarding concerns.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have equal access to the curriculum regardless of race or religious belief.</li> <li>Clubs are offered to all pupils.</li> <li>Our Trust and school values reflect our commitment to equality.</li> <li>When appointing staff, a fair and transparent process is adhered to which ensures equality for all in the appointment process.</li> </ul>	<ul style="list-style-type: none"> <li>Assemblies.</li> <li>PSHE curriculum.</li> <li>School provides educational visits to places of worship. The school meets the cost of these visits.</li> <li>Visitors to school support our values of the importance of a range of beliefs.</li> </ul>
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**Stage 2: Equality Engagement**

Protected Characteristics	Aims of General Duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	<p>Strong work to prevent bullying in school through our PSHE curriculum and assemblies and our participation in anti-bullying week activities.</p> <p>Pupils views gathered to ensure pupils have the chance to indicate if they feel safe.</p> <p>Pupils of a different race are encouraged to share in school their cultural traditions.</p>	<p>Rich and diverse curriculum.</p> <p>School Council.</p> <p>Pupil attitude to self and school surveys.</p> <p>PSHE curriculum to challenge pupil thinking.</p>	<p>Children's visits to places of worship through the RE curriculum.</p> <p>PSHE curriculum to challenge pupil thinking.</p> <p>Celebration of Special Days through Assembly themes.</p>
Disability	<p>The whole ethos of our school supports and values pupils with disabilities and pupils are supported as required.</p>	<p>Staff training; Individual/whole team as required.</p> <p>Pupil Alerts on display in Staff room</p>	<p>The whole ethos of our school supports and values pupils all pupils, regardless of their individual needs.</p>

		for all involved with the child to see. Multi agency working with Health Care professionals.	
Sex	All pupils have equal curriculum access, regardless of gender.  Clubs are offered to all pupils.  Our School values reflect our commitment to equality irrespective of gender.	A rich and diverse curriculum.  School Council  Pupil/Parental Surveys.  PSHE curriculum to challenge pupil thinking.	Assemblies. Circle time/PHSE curriculum. Rich and diverse curriculum opportunities/experiences. Visits and visitors/role models representing both genders.
Gender Reassignment	Not applicable As far as we are aware there are no staff, pupils or parents for whom this is currently relevant.	As far as we are aware there are no staff, pupils or parents for whom this is currently relevant.	As far as we are aware there are no staff, pupils or parents for whom this is currently relevant.
Pregnancy and Maternity	Not applicable to pupils as primary age children.  Workforce procedures are followed with staff that are pregnant or on maternity leave.	Not applicable to pupils as primary age children.	Not applicable to pupils as primary age children.
Age	Workforce procedures are followed with staff.	Pupils are taught about the importance of respect to all and this is reinforced through our school rules and sanctions of the Behaviour Policy.	Wider family members of all ages are encouraged to help in school and attend events and celebrations.  Children's work in the community through harvest collections etc.
Religion and Belief	Learning about religion within R.E is reinforced through assemblies.  Access to multicultural books and faith books and artifacts throughout the school.  Parents with English as a second language are supported through translators when required.	Access to multicultural books and faith books and artefacts.  Parents with English as a second language are supported through translators when required.	Visits to places of worship such as a temple as part of the R.E. curriculum.
Sexual Orientation	A parent support advisor is employed by the schools and her direct work with parents enables her to signpost support as necessary.	Positive role models throughout the school regardless of their sexual orientation.  Respect and value for each other's personal identity reinforced as a school value.	Parent support advisor to sign post support.

### **STAGE 3 - EQUALITY Summary statement of effectiveness**

Following the gathering of evidence for Stage 1 and Stage 2 it is clear that we have policies and practices securely in place to protect those individuals who fall within the protected characteristics.

A caring, nurturing ethos permeates the schools and as a result pupils demonstrate a well developed understanding of tolerance, fairness and forgiveness, displaying positive attitudes towards each other and adults.

In accordance with our mission statement and school values we endeavour:

- to respect the equal human rights of all our pupils, staff and other members of our community
- to positively promote equality and diversity
- to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- to educate pupils about equality.

We are very flexible in our curriculum which allows us to respond to incidents that occur within school, nationally or globally. Our school population is predominantly white British, with very few pupils from ethnic minorities, as is the local community of Irthlingborough. Christianity is the major faith of our pupils. Lack of exposure to a more diverse school population means that it is of great importance that we strengthen our teaching and provide greater opportunities to promote awareness and understanding of cultural diversity in order to greater prepare our pupils for life in our multicultural society.



**Stage 5: EQUALITIES OBJECTIVES ACTION PLAN**

**September 2017 (must be updated at least every 4 years)**

<b>Objective</b>	<b>Which protected group(s) will this most affect/influence</b>	<b>How will we know we have achieved the objective?</b>	<b>Lead and other key players</b>	<b>Actions Please give an end date/timescale to each action (ie by.....)</b>
To improve the quality of relationships between our pupils and those of different race and religious backgrounds	Race Religion and Belief	Greater interactions within the community with people from different religious backgrounds and race	RE subject leader Team leaders	<i>Implement a new RE scheme in line with anticipated changes to the Northants Agreed Syllabus.</i>
To develop a greater awareness and understanding of cultural diversity	Race	Pupil and parent surveys will indicate a greater awareness of today's multicultural society	Team leaders	<i>Audit the school library to purchase more books that reflect our diverse society.</i>

