



Blue Gate Fields Junior School

Equalities and Belonging Policy and Equalities Objectives

Policy details:

Date of policy: November 2024

Last updated: November 2024

Date of next review: November 2027

Person (s) responsible for implementation and monitoring:

Alice Hewlett and Sophie Lomer (Equalities and Belonging leads)

Sian Acreman (Head Teacher)

Signature (Chair of governors)

A handwritten signature in black ink that reads "Robert Oakley".

Signature (Head teacher)

A handwritten signature in black ink that reads "S E Acreman".

Contents

1. Vision.....	2
2. Aims.....	2
3. Legislation and guidance.....	4
4. Roles and responsibilities.....	4
5. Eliminating discrimination	5
6. Advancing equality of opportunity	5
7. Fostering good relations	6
8. Equality considerations in decision-making.....	6
9. Monitoring arrangements.....	7
10. Equalities objectives.....	

1. Vision

At Blue Gate Fields Junior School, pupils develop a world-view that reflects the true diversity of Britain and the world we live in. By ensuring that our curriculum is carefully and purposefully designed to promote diverse and accurate narratives, pupils foster an understanding of the varied identities and experiences that encompass the global human experience. They are taught to foster positive relationships, challenge discrimination and promote equality and community cohesion.

The principle of visibility and promotion of diverse narratives is woven throughout our curriculum. This enables pupils to develop a deep and nuanced understanding of different cultures and identities.

Pupils are provided with windows and mirrors: windows to explore the differing experiences of other people in order to foster the understanding and acceptance of others; and mirrors to see themselves in their learning experiences and to reflect on their own lives. This develops the children’s sense of belonging and allows them to see that their identities are valued and seen as part of the broader human experience (after Rudine Sims Bishop).

By comparing their own experiences alongside experiences of others, whilst accepting and valuing both, pupils are provided with a curriculum that develops their sense of belonging. They are able to deepen their understanding of their own identities in order to build confidence and self-belief in themselves. This enables pupils to understand their ability and responsibility to ensure a fairer and more equal world, and encourage them to engage in their communities as local, national and global citizens.

2. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Through embedding a culture of belonging amongst pupils, staff and the wider school community, Blue Gate Fields Junior School aims to *exceed* the expectations laid out in this document. Please see the current year's Equalities and Belonging Action Plan, which documents our progress against the Equality Objectives set out in Section 8.

What are protected characteristics?

The Equality act 2010 describes protected characteristics as:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

It is against the law to discriminate against someone because of the protected characteristics.

For more information, see www.equalityhumanrights.com The Equality and Human Rights Commission.

3. Legislation and guidance

This document meets the requirements under the following legislation:

- [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 require 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](#).

4. Roles and responsibilities

The governing board will:

- 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Robert Oakley – Chair of Governors. They will:

- Meet with the headteacher every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The equalities and belonging leads will:

- Support the headteacher and senior leadership team in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs
- Deliver training in order to support meeting the equalities objectives

All staff will:

- Familiarise themselves with this document and government legislation regarding equalities

- Be involved in the development of this policy
- Strive to develop a deep sense of belonging in all children, staff and the school community, through meeting the objectives set out in section 8

5. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year. In addition to this, all staff receive regular training to ensure that equalities and the visibility of the protected characteristics are woven into a carefully designed curriculum and school life. The school has an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or differing religious beliefs)
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. recording and analysing incidents of bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

7. Fostering good relations

The school aims to foster good relationships between all, including those who share a protected characteristic, by:

- Embedding a culture of trust and respect amongst staff, pupils and our school community. This underpins our approach to teaching and learning, our behaviour management and relationships within school.
- Promoting tolerance, acceptance and understanding of a range of religions, cultures and experiences through different aspects of our curriculum, including RE, PHSCE and Philosophy for Children, but also activities in other curriculum areas. For example, as part of teaching and learning in literacy, pupils explore a range of cultures and experiences through carefully selected, high quality literature.
- Working with our local community. This includes inviting professionals from different sectors to speak at Aspiration Day, benefitting from AFABs, organising school trips and activities based around the local community.
- Developing and implementing a shared framework and language to deal with relational conflict between pupils within the school. This includes assemblies dealing with relational issues, including anti bullying and online safety. Pupils are encouraged to take a lead in such assemblies and, where possible, we will also invite external speakers to contribute.
- Promoting the involvement and participation of the whole school community in decision making. For example, school council, surveys for parents and carers and staff working parties.
- Including parents and families in the school community through a range of activities, workshops and events. These include pottery, well-being workshops, breakfast club and mother's day lunch
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

- Has equivalent facilities for boys and girls

9. Monitoring arrangements

The governing body and headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year. This document will be reviewed by governing body, head teacher and equalities and belonging leads at least every 4 years.

10. Equalities objectives

Blue Gate Fields Junior School

Equality Objectives 2024-2028

Objective:	Link to Public Sector Equality duty:	Protected characteristic/s:	Aim:	Target group:	Action: (See current year's action plan)	Person/s responsible:	Time scale:
Audit the curriculum against the protected characteristics.	All aims of duty.	All protected characteristics.	To ensure visibility of all protected characteristics across the curriculum. To increase staff confidence.	All staff and pupils.	<ul style="list-style-type: none"> • Audit each subject area against protected characteristics. • Respond to curriculum audit by making changes to subject areas and planning and delivering lessons to ensure all protected characteristics are included. • Deliver training to staff to increase confidence and understanding around the different characteristics and their role in embedding them into our curriculum 	Equalities and belonging leads Subject leads SLT	2024-Ongoing
Prevent and respond to all hate incidence and prejudice based bullying.	All aims of duty.	All protected characteristics.	To ensure children feel safe and listened to in school and understand their rights and responsibilities.	All pupils, specifically those from vulnerable groups.	<ul style="list-style-type: none"> • Continue to monitor and develop the curriculum, specifically PSHCE and RSE. • Ensure staff continue have a deep understanding of the anti-bullying policy in school. 	SLT PSHCE and RSE lead All staff	2024-Ongoing

Objective:	Link to Public Sector Equality duty:	Protected characteristic/s:	Aim:	Target group:	Action: <i>(See current year's action plan)</i>	Person/s responsible:	Time scale:
			<p>To respond immediately to incidences with a no tolerance approach.</p> <p>To increase staff confidence in dealing with bullying.</p>		<ul style="list-style-type: none"> • Involve parents and carers in changes to anti-bullying policy and relevant curriculum areas. • Deliver training to staff on government changes to RSE and implications in school. 	School council	
<p>For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities.</p>	All aims of duty.	All protected characteristics.	To raise awareness and understanding of equalities amongst pupils.	All pupils, specifically year 5 and 6 pupils.	<ul style="list-style-type: none"> • Deliver lessons that explicitly explore rights and responsibilities, with links to the protected characteristics. • Develop a shared understanding of equalities and belonging amongst staff and pupils. 	<p>Equalities and belongings leads</p> <p>Class teachers</p> <p>Year 5/6 leads</p>	2024-Ongoing
<p>Increase the diversity of the staff population and the involvement</p>	All aims of duty.	All protected characteristics.	To increase the opportunity and participation of staff from minority, marginalised or	Staff and prospective employees.	<ul style="list-style-type: none"> • Encourage staff participation in all decision making. • Embed a culture of belonging in staff community. 	<p>SLT</p> <p>Equalities and belonging leads</p>	2024-Ongoing

Objective:	Link to Public Sector Equality duty:	Protected characteristic/s:	Aim:	Target group:	Action: (See current year's action plan)	Person/s responsible:	Time scale:
and participation of different groups within the staff team.			vulnerable backgrounds in order to increase representation and diversity within our workforce.		<ul style="list-style-type: none"> • Explore recruitment opportunities in order to increase the diversity of staff. • Develop a program of induction that welcomes new staff. • Build relationships with organisations that support minority, marginalised and vulnerable groups. 		
Continue to address the impact of extended school closure in different groups of children.	Advance equality of opportunity.	Disability Race Sex	To narrow the attainment gap between marginalised groups of children to ensure that all children's needs are met.	All children, specifically those from ethnic minorities, those with SEND and boy/girl differences.	<ul style="list-style-type: none"> • Act upon the data from pre and post extended school closure. • Respond to raised questions. • Explore strategies and next steps for these groups. • Support teachers in providing provision for these groups of children. 	Equalities and belonging leads Class teachers	2024-26
Improve relationships and communication with parents, carers and the local community.	Fostering good relationships. Eliminate unlawful discrimination, harassment and victimisation.	All protected characteristics.	To better understand the needs of parents/carers within our school community. To increase the involvement and participation of	Parents and carers. Local community.	<ul style="list-style-type: none"> • Provide opportunities for parents and carers to give feedback and respond accordingly. • Encourage parental involvement in workshops, including pottery, cookery, therapy and fitness classes. • Explore opportunities to highlight important cultural festivals. 	SLT Equalities and belonging leads Learning mentor (Shaheen)	2024-Ongoing

Objective:	Link to Public Sector Equality duty:	Protected characteristic/s:	Aim:	Target group:	Action: (See current year's action plan)	Person/s responsible:	Time scale:
			parents and carers, particularly those of marginalised and vulnerable groups.			All staff	
Increase opportunity for pupils with BESD and SEND.	Advance equality of opportunity.	Disability	<p>To develop social and emotional skills for pupils with BESD (Behavioural, emotional and social differences) and SEND.</p> <p>To develop staff confidence in supporting children with addition needs within the classroom.</p> <p>To equip students from these groups with life skills.</p>	Pupils with BESD and SEND.	<ul style="list-style-type: none"> • Train staff to support children with additional needs. • Use the support of therapists/counsellors to work with identified pupils in groups and individually. • To use therapist support to guide teachers towards understanding complex teacher/pupil relationships. 	<p>SLT & SENCO</p> <p>Equalities and belonging leads</p> <p>Therapists</p> <p>Learning mentor</p> <p>All staff</p>	2021-2022

