



St James' CE Junior School School Equality Policy, Statement and objectives

Date agreed by Governors: Autumn 2014
Review Date: September 2018

Equality Statement

At St James' Church of England Junior School we aim to instill in our children a love for learning. We have the same ambition for all of our children, without disadvantage to any group, which not only includes the nine protected characteristics recognised by the Equality Act, but also those children from economically disadvantaged backgrounds. We are committed to removing any discrimination, wherever it is found, within our school.

This Equality Policy is intended to respond to the spirit as well as the letter of the Equality Act (2010). As a school we welcome our duties under the Equality Act 2010. We understand that we are bound by the Public Sector Equality Duty (PSED) and the two specific duties. The PSED requires us to take steps to: eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not.

This Equality Policy will inform our School Development Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives

To ensure success and meet the Public Sector Equality Duty the school will:

- Comply with the two specific duties
- Publish Equality objectives every four years, and review them annually

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of the population. Equality is impossible to achieve without recognising diversity.

What do we mean by a Protected Characteristic?

The Equality Act (2010) introduced the concept of a Protected Characteristic. This is an aspect, or characteristic, of a person's identity that is protected from discrimination. The concept recognises that we are all individual, however that our individuality is made up of characteristics we share with others. The following are the nine Protected Characteristics recognised by the Equality Act:

- Sex
- Marital status and civil partnership
- Pregnancy/Maternity
- Gender identity and/or reassignment
- Disability

- Race
- Age
- Religion and Belief (or lack of)
- Sexual Orientation

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people who share a Protected Characteristic, or an individual because they belong to a group. In the Equality Act this is called a Protected Characteristic. Discrimination is shaped by social assumptions that feed into:

- The way people behave towards each other
- The way in which institutions operate

Discrimination gives rise to long term patterns of inequality in terms of:

- Educational attainment
- Employment opportunities
- Distribution of wealth and resources
- Health
- Involvement in the criminal justice system

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

- This policy applies to everyone within our school community which includes staff and governors. It is also applicable to the extended facility we offer, known as EBASC
- In our last Ofsted report (Oct 2010) inspectors noted: 'Outstanding levels of care and guidance ensures that all pupils, especially those with special educational needs and/or disabilities, are very well integrated into school.' and 'The school values equality of opportunity highly and has effective processes in place to minimise discrimination.'
- This equality policy and plan have been drawn up with the help and support of the whole child committee of the governing body.
- The Equality policy will be available to anyone who requests it and this will be made clear on our website.
- Within the school the headteacher will have responsibility for managing the Equality Policy, Statements and Objectives
- Our progress towards the objectives identified in the policy will be reported on annually by the governing body and published on our website, a hard copy will be made available for anyone who asks for one.

Profile of our school

St James' Church of England Junior School is a smaller than average junior school, with 177 pupils on roll, 107 are boys and 70 girls. The proportion of children eligible for free school meals is below national average (currently 6.8%). The ethnic profile of the school population is predominately white British – 96%.

The majority of children come to school from St James' Infant school, with a small number arriving from other schools at any point in the key stage.

The school is all on one level and accessible to disabled pupils and staff. The school is totally inclusive and has in the past included pupils with profound and moderate learning difficulties amongst its pupils. Whole staff training has included accommodating children with ADHD, autism and other potential barriers to learning.

Regular and rigorous monitoring, through assessment and tracking, of different groups – for example: gender, the disadvantaged, SEND and free school meals – helps to ensure there is no discernible difference in achievement between groups of children.

A senior teaching assistant has received learning mentor training and all teaching assistants work successfully with disaffected pupils to ensure they reach their potential and make the most of their school experience.

A school council, made up from two representatives from each class elects a chair and vice chair each term. They meet regularly (usually weekly) to discuss matters brought to their attention by pupils in their classes.

Ethnicity Equality Policy

What are the key Race Equality issues for our school?

The school currently has a significantly lower than average number of pupils from minority ethnic groups (3.9%) and an even lower number of pupils where English is their second language which broadly reflects the wider community. Our school population is very stable.

What is your school's performance on Ethnicity and attainment?

The low number of ethnic minority pupils makes statistical analysis of their attainment very difficult. For example at the end of the key stage there may be only one pupil from an ethnic minority. However at the end of the key stage tracking shows there to be no difference in the attainment of these pupils.

What steps has the school taken to address racial incidents and racist bullying?

The school adopts a zero tolerance approach to all racial incidents. Incidents are recorded and monitoring allows us to evaluate the effectiveness of our teaching (SMSC).

Equality and Diversity training for staff and governors(September 2014) ensures a consistency of approach by all adults in school.

Disability Equality Policy

Social and medical models of disability

One of our key goals is to challenge the view that the inequality faced by disabled people is down to their medical 'problems'.

The medical model has fed negative stereotypes held by non-disabled people such as:

- Focusing only on what a person cannot do.
- Making assumptions about what is best for the disabled person.
- Thinking that disabled people lack intelligence.
- Feeling embarrassed among disabled people.
- Bullying and harassing disabled people.

"Confined" to a wheelchair
Can't climb stairs
Is sick
Needs help
Has a bitter attitude
Needs a cure



Is housebound
Can't use hands
Can't walk
Can't talk
Can't see or hear
Needs a Doctor
Needs Institutional care

The social model focuses on the social environment and how it causes some people to be disabled:



With thanks to Stockton-on-Tees for diagram

What is a disability and how many disabled people are there in the UK?

Disability is any condition that affects a person in their day to day life. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an impairment. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about).
- Sensory impairments (hearing or sight loss).
- Mental ill health (including depression, stress, Alzheimer's disease and schizophrenia).
- Cognitive developmental impairments (including learning disabilities, dyslexia, and autism).
- Muscular impairments (including spinal injuries).
- Asthma
- Cancer
- HIV/AIDS
- Phobias
- Arthritis
- Acquired brain injuries.

Reasonable adjustments

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users. We have access to school via a ramp and there is a disabled toilet available.

Recruitment and Retention of disabled staff

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

Disability and special educational needs

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

What are the key issues for our school?

There is a need for a sloping access to the main school entrance.

What is your school's performance on Disability and attainment?

There are insufficient numbers of pupils with a disability for any conclusions to be drawn about links between attainment and disability. Historically, children with profound learning difficulties have made appropriate progress, measured using the PIVATs scale, when appropriate.

What steps has the school taken to address incidents of bullying against disabled people or that promote stigma about disability?

Incidents of bullying are taken very seriously and school adopts a zero tolerance approach. Incidents are always challenged and recording takes place so that incidences of such bullying and/or intolerance may be monitored and the school's approach evaluated. Staff are trained in Philosophy for Children and this approach is used to explore issues which may lead to unacceptable behaviour.

What impact have we already had on disability equality in our school?

As a fully inclusive school children with a disability are always included in activities. When full risk assessments have shown it is possible for children with moderate learning difficulties to be included in residentials, they have been. In the past children with profound learning difficulties have been taken to spend the day at the location of a residential trip so that they share some of the experiences of their peers.

Gender Equality Policy

What is gender?

Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

Gender has a major influence on the ways in which boys and girls perceive themselves in terms of their identities, their aspirations for their future, and their expectations about how people should treat them. In Cumbria there are a number of persistent gender inequalities which could be influenced positively by a school adopting a conscious Gender Equality policy. These include:

- Attitudes towards domestic and sexual violence.
- Reduction of gender segregation in employment
- Reduction of gender gaps in attainment and reduction of gender preferences for specific subjects.
- Development of healthy lifestyles that prevent future health risks that males and females are likely to suffer from in later life.

What are the key issues for our school?

Most recent data shows: Underachievement of boys at level 5 in reading, compared to both local authority and national figures. Underachievement of girls at level 5 in mathematics, compared to local authority and national figures

What is your school's performance on Gender and attainment?

In end of key stage Sats tests 2013 girls exceeded Cumbria and national figures at level 4+ in English and in mathematics. Boys exceeded national figures in mathematics but were slightly below in reading and writing. At level 5+ girls, were better than Cumbrian and national figures in both English (reading and writing), however boys only exceeded national figures in mathematics. The underperformance of boys in reading and writing is something all staff are now aware of. There are a variety of initiatives in school to tackle the underachievement of boys in English. Girls and boys are included in after school football coaching, run by Carlisle coaches. Both boys and girls lead the morning 'Wake and Shake' sessions.

What impact have we already had on gender equality in our school?

Outline any positive steps the school has already taken to address gender equality.

The attainment of boys and girls is monitored half termly and is discussed in pupil progress meetings.

Gender stereotypes are always challenged by staff.

Sexual Orientation Equality Policy (Including Transgender)

Approximately 3% of the population are Lesbian, Gay or Bisexual. In Cumbria this is about 15,000 people. Developing an inclusive approach to understanding Sexual Orientation and Gender Reassignment is critical to achieving Equality.

Lesbian, Gay and Bisexual young people have the same needs as all other young people - they want to feel safe, included and are able to fulfill their potential. The whole school should be involved in creating an atmosphere where everyone feels they can be themselves.

Homophobic bullying

Stonewall's 2007 research [The School Report](#) found that almost two thirds of lesbian, gay and bisexual young people experience homophobic bullying in Britain's schools and 98 per cent hear phrases like 'That's so gay' or 'You're so gay'. School staff should also be aware of the consequences and what they can do. Stonewall's guide on [Challenging homophobic language](#) and [guidance](#)

Lesbian, gay and bisexual issues in the curriculum

The most effective way to prevent homophobic bullying and to ensure Lesbian, Gay and Bisexual young feel included and have the information they need to stay safe, is making the curriculum inclusive of Lesbian, Gay and Bisexual issues.

Stonewall's 2009 report [The Teachers' Report](#) found that more than nine in ten secondary school teachers say Lesbian and Gay issues should be addressed in schools.

What are the key issues for our school?

The key issue for St James' is the casual use of homophobic language and the tendency of staff to ignore it, thereby giving children the message, albeit unintentionally, that its use is acceptable.

What steps has the school taken to address homophobic bullying or language and behaviour to reduce homophobia in society?

School will address the above by challenging all incidents of homophobic bullying and the use of homophobic language by staff and pupils.

Monitoring of incidents will enable us to track how successful we have been over a period.

What impact have we already had on addressing Sexual Orientation and Equality in our school?

After discussion, governors have decided that, given the age of our pupils issues concerning sexual orientation, gender reassignment and equality will be dealt with as they arise.

Full staff and governor training (September 2014) sought to ensure a consistent approach to all incidences of name calling etc.

Full support will be given to any member of staff considering gender reassignment.

Age Equality Policy

The Equality Act protects people from unfair treatment on the grounds of age. In terms of the school population, the Equality Act recognises that people aged below 16 can be treated differently and the Act is aimed at unfair treatment that is not justified by the policies of the school. This has particular application to staff employment policies.

There may be cases where a pupil's prime carers are teenagers, young adults, or grand parents, and that age equality can apply to norms and expectations that parents fit a standardised age group.

What impact have we already had on age equality in our school?

Children across the key stage are involved with the school council. CPD is offered to all staff, regardless of their age and suitably qualified candidates, for positions in school are considered regardless of age.

Religion/Belief Equality Policy

The Equality Act recognises that Religion and Belief as a Protected Characteristic. Whether a school is denominational or not, every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

All policies need to ensure that they do not treat any person unfairly on the grounds of their Religion and Belief, and that where a person belongs to a religious minority, their faith is taken into account.

The policy also needs to treat atheists and agnostics on an equal footing to people who profess a faith. Also schools need to consider faith in relation to the curriculum.

What are the key issues for our school?

As a faith school, we have strong links to our parish church of St James' and there is a strong Christian element to our worship. Other religions are taught throughout the key stage and discussions about belief occur in classes both as part of religious education lessons and also during Philosophy for Children sessions. School menus are planned so that those avoiding certain meats as part of their religious practice, are always offered an alternative.

What impact have we already had on religion/belief equality in our school?

A two year programme of study, drawn up by the school, ensures children learn about and from a range of religions.

Children are encouraged to explore what it might be like to be, for example; a Muslim or a Buddhist rather than simply focussing on the festival aspects of the main religions.

School has a large number of religious artefacts and resources to aid teaching.

Pregnancy and Maternity

The Equality Act recognises that Pregnancy and Maternity is a Protected Characteristic. Every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

It is important to ensure that all policies do not treat any person unfairly who is pregnant or who has recently given birth and that the person is not discriminated on those grounds.

Female members of staff are already covered under existing employment legislation.

Good Relations Policy

This has now been incorporated into the Public Sector Equality Act as a Duty to Foster Good relations between people who share a Protected Characteristic and people who do not.

What is meant by good relations?

Good relations between people from different backgrounds exist when:

- There is a common vision and sense of belonging for all communities
- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities
- There is a coherent and robust policy on all types of bullying, along with specific measures to address bullying related to identity.

Schools and their communities

Good community relationships have to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- the *school community* – our pupils, their families, school staff, school governors, users of the school's facilities
- the *church of St James'* – our parish
- our feeder infant school – *St James' Infants*
- the *local community* – our school in its geographical community and the people who live or work in the area
- the *Whitehaven cluster of schools* – our school working together with others in Whitehaven
- the *UK community* – we are by definition part of this
- the *global community* – formed by EU and international links

What are the key issues for our school?

We have built up and seek to maintain strong links with St James' Infants School. Transition between the two schools is comprehensive and involves teachers in year 2 and year 3 working together to ensure a smooth move for children.

In recent years the number of secondary schools our children transfer to has grown and we will endeavour to build and maintain good working relationships with all of them so that our pupils have the best possible start to their next stage.

What impact have we already had on community cohesion in our school?

We have close links to the parish of St James'. The school worship is conducted in church, by the vicar once every half term.

Pupils sing in various places around the community in the lead up to Christmas; St Nicholas', the shopping centre and homes for the elderly.

Pupils are involved with sporting events organised by a local secondary school.

Teaching, learning and curriculum

- Promoting shared values
- Building pupils' understanding of their own identity and the diversity around them
- Having high expectations of all pupils
- Skilling pupils to challenge prejudice, discrimination and stereotyping

Assemblies are used to build pupils' understanding of the diversity around them.

The themed curriculum ensures global issues are included and also that children are aware of the rights and responsibilities of being a citizen.

Staff are trained in the techniques of Philosophy for Children and use it to explore issues that challenge children's' thinking about a range of issues.

Equity and excellence

- Analysing assessment results to identify performance of different groups
- Tackling underperformance by any particular group
- Removing barriers to access to the school for all groups

Teachers use Target Tracker to analyse pupil performance and identify any underperforming groups in their class. A member of the senior leadership team has responsibility for assessment and tracking and the progress of underperforming groups is discussed in pupil progress meetings.

Engagement with extended services

- Building positive relations with different groups
- Building meaningful partnerships with the local authority, parents, local community groups and voluntary groups
- Enabling the pupil voice to be heard and enable change

Parents are invited into school on a regular basis. Each half term we hold an open afternoon where parents are invited to share their child's learning. Family lunches are held in the autumn and summer terms on a class rota basis.

A local group (NISCU) holds assemblies throughout the year.

The pupil voice is heard through the medium of the school council.

Link to public sector equality act	Protected characteristic/equality group	Aim	Target group	Action/Responsibility	Indicator of achievement	Main responsibility
Fostering good relations and challenging discrimination	Ethnicity	To reduce the incidents of name calling we aim to improve understanding of the diverse nature of British society today	Pupils	Monitor use of materials used in assembly to ensure they are reflecting the diversity of Britain	A reduction in racist incidents A range of materials in the library that reflect more accurately the Britain of today	Head AB
Fostering good relations and challenging discrimination	Disability Ethnicity Gender Age Religion and belief Sexual orientation	To reduce the incidents of name calling we aim to promote spiritual, moral, social and cultural developments through the teaching of English and the themed curriculum	Pupils Staff	Select books for the library which challenge the stereotypical perceptions of different ethnic groups. Ensure books chosen for literacy study challenge pupils' assumptions	A reduction in recorded incidents of intolerance of the protected characteristics.	Literacy subject leader All staff DepH

Equality Objectives – 2014/2015

N.B. Due to the heightened awareness of staff, following the training in September, we expect that there will *appear* to be an increase in incidents recorded before there is a reduction.