



Believe Strive Achieve

Eskdale Junior School

Equality Policy And Objectives



EQUALITY STATEMENT

Legal Duties

At Eskdale Junior School we welcome our duties under the [Equality Act 2010](#). The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

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. In developing our policy, we have therefore also taken them into consideration.

To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any individual**)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

To do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate



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crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents
- Curriculum
- Complaints/compliments

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of Fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our statutory Relationships Sex Education (RSE) and Personal, Social, Health and Economic (PSHE) and Citizenship. We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content, curriculum and assessment processes to ensure that they meet the needs of all groups. We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

Definitions

Discrimination is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.



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Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgments, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.

Our Ethos

School context

Eskdale Junior School is an average sized junior school. The school is situated close to the Nottinghamshire/ Derbyshire border in a large suburban area and is one of three schools (within close proximity) which serve the Chilwell West ward of Nottingham. The school has a higher than average degree of deprivation, but the school's catchment area is mainly private housing with some local authority housing.

The school deprivation indicator is higher than national averages. Eskdale Junior enjoys a good reputation and is regarded as an integral and important part of the wider community.

The school roll is increasing but is not yet at full capacity. We have children from a rich variety of backgrounds; welcoming children from parents studying at Nottingham University (including many students from overseas) and a local MoD army barracks. The diverse mix of children from different cultures and socioeconomic backgrounds enriches our school. An increasing number of our pupils arrive with little or no English (EAL).



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Mission Statement

At Eskdale Junior School we are committed to providing a happy, caring and stimulating environment where children recognise and achieve their potential. Underpinned by our core values, our school motto reinforces the message that with belief and perseverance you can achieve anything.

“Believe, Strive, Achieve”

Our school values are at the centre of all aspects of school life and key to our success. These statements provide a strong sense of belonging to all members of our school community; they define us, drive us and are clearly evidenced in and around school. They shape planning, decision making, team working and our whole school ethos. Pupils refer to our values as **‘The Big Five’** or **S.T.A.R.S.**

‘Skills and Knowledge for Life’

Preparing our pupils for now and equipping them well for the future.

‘Take Care’

Taking care of ourselves: healthy bodies and healthy minds.

Taking care of others: building and valuing relationships, tolerance and being sensitive and understanding in how we treat others regardless of religious, ethnic or social-economic backgrounds.

Taking care of the community and World-recognising that we must respect and appreciate the wide range of faiths and cultural diversity in the world.

Taking care of our work: high standards of presentation and being proud of work that is produced.

‘Aim High’

High expectation of what can be achieved by every child and adult

There are no limits to what can be achieved-be aspirational!

Being resilient and determined in the pursuit of goals and persevere in achieving them.

‘Respond to challenge’

Never give up.

Being excited and motivated by opportunities to be challenged.

Encouraging enquiring minds, imagination and creativity.

‘Self-Discipline’

Have a responsibility to ‘do the right thing’ by ourselves and others.

Make the right choices.

Think before you speak and think before you act

Being aware of, and accepting the consequences of our actions.

Equality of opportunity encapsulates our provision of quality and excellence for all in order to promote the highest possible standards of achievement. This equality of opportunity applies to all members of the school community- pupils, staff, governors, parents and visitors. It is a fundamental principle of the school that all people should be valued. We strive to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, sexual orientation, age,



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disability and social circumstances. It is important that the school meets the diverse nature of its community, delivered through its *take care* core value.



Roles and Responsibilities

We believe that promoting Equality is the whole school's responsibility.

School Community	Responsibility
Governing Body	<p>Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</p> <p>Monitor progress towards achieving equality objectives.</p> <p>Publish data and publish equality objectives.</p> <p>Ensure that staff have access to appropriate training and resources.</p>
Head Teacher / Principal	<p>As above including:</p> <p>Promote key messages to staff, parents, and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties.</p> <p>Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness.</p> <p>Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents particularly on our safeguarding software CPOMS.</p>
Senior Management Team	<p>To support the Headteacher as above</p> <p>Ensure fair treatment and access to services and opportunities.</p> <p>Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents particularly our safeguarding software CPOMS.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum.</p> <p>Record, report and respond appropriately to prejudice-related incidents.</p> <p>We use the safeguarding software CPOMS for this.</p>
Non -Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Record, report and respond appropriately to prejudice-related incidents.</p> <p>We use the safeguarding software CPOMS for this if staff members have access or they would pass this on to be documented by someone with access to this.</p>
Parents/Carers	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p> <p>Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. More information is outlined in our Home School Agreement.</p>



School Community	Responsibility
Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. Report prejudice-based incidents to a trusted adult. More information can be found in our Home School Agreement.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them in this policy on [the school website](#) and sharing with staff.

Preventing and Addressing Prejudice Related Incidents

We define prejudice-based incidents/bullying in the following way:

Prejudice-related incidents/bullying – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, or because they have a learning or physical disability. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.

At Eskdale Junior School, we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. This school is opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice-related discrimination may fair less well in the education system. We recognise that prejudice-based bullying is a form of child-on-child abuse and is therefore a safeguarding concern, as outlined in the most recent guidance in Keeping Children Safe in Education . We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse. We are committed to working with families and outside agencies to proactively prevent incidents and to create an environment in which all members of our school community feel welcomed, accepted, and safe. We believe every member of our community should be treated with respect and should not be subjected to prejudice or discrimination in any form. This includes staff, parents/carers, governors/trustees, and visitors to our school.



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We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. We will endeavour to proactively tackle all forms of prejudice by ensuring our curriculum is representative of all sections of society and the contributions made by people with different characteristics are consciously embedded across all subjects. In doing so, we will challenge stereotypes and work towards inclusivity and identity-safe classrooms where everyone feels validated, accepted, safe and a sense of belonging through use of our core values. If incidents still occur, we will address them immediately ensuring that appropriate levels of support are provided to those affected; that we thoroughly investigate all reports/allegations; and that we will apply appropriate sanctions and address offending behaviours through a programme of education. All adults in our school community are expected to comply with the school's Code of Conduct. Any allegations made against staff will be investigated in line with our policies and procedures relating to staff conduct and behaviour. Any staff member/parent/carer, governor/trustee or visitor to the school, who is subjected to prejudice-based abuse can also expect to have their complaint thoroughly investigated and will be supported in accordance with their wishes.

We review our practice following each incident including what more we might do to prevent further incidents. We recognise that we must not become complacent and will regularly evaluate satisfaction levels in respect of how we have responded to any reports or concerns raised.

Children (including bystanders)

It is important to understand that a victim may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. We recognise that in some instances another child may report on another child's behalf. All children will know how to report concerns or incidents involving prejudice or discrimination.

We ask that all children report any concerning behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our children of who they can report concerns to. The member of staff will listen to the child and make an initial note of their concerns and will ensure that these are recorded. They will then discuss next steps with them and reassure them that they will be supported. In line with the statutory guidance provided in Keeping Children Safe in Education, we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. The member of staff will make a formal record of the concern/report on the school's recording system (CPOMS) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Leads if the report is deemed urgent or if a child is considered at risk.



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Parents/carers

We understand that parents and carers may well struggle to cope with making or receiving a report that their child has been the victim of or is an alleged perpetrator of a prejudice-based incident.

We ask that if parents/carers have concerns about their child experiencing or allegedly perpetrating any such incident, that they contact the school's Designated Safeguarding Leads (in person/via telephone call/via email) to explain their concerns. The Designated Safeguarding Leads will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Designated Safeguarding Leads will make a formal record of the report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The Designated Safeguarding Leads will seek advice from the police if a pupil is considered at risk.

We ask that parents/carers to come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations) and any ongoing investigations by external agencies where a serious incident has been reported (e.g., the incident is a hate crime). This may mean, at times, that we are not able to provide or share information or updates immediately.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Staff

Our staff work closely with our children and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a child or a member of the school community. If staff have any concerns about a child's welfare or are concerned that a child is displaying behaviours that may show they have been the victim of or that they are perpetrating prejudice-based abuse, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to Designated Safeguarding Leads. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The Designated Safeguarding Leads will seek advice from external agencies including the police if a pupil is considered at risk. More information can be found about this in our whole school Child Protection Policy.



Breaches

Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance and was formulated in consultation with the whole school community with input from:

- Members of staff (through staff meetings and surveys)
- Parents/carers (through sharing through the school website and at parent forums)
- Pupils (through pupil voice)
- Governors (through governor meetings and governor training)

This policy is available:

- Online
- From the school office

Links with other policies

You may find it helpful to read this policy alongside the other following school policies:

Policy	How it may link
Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying Policy	Includes information about bullying behaviours and vulnerable groups
ICT Policy including Internet and E-Safety updated	Includes information about children's online behaviour and details about online bullying/cyberbullying
Child-on-Child Policy Guidance and Policy	Includes links to bullying
RSE Policy and the PSHE Policy	Includes information about our school's RSHE programme and how we teach about healthy relationships, friendships, diversity and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitor and Review

As a minimum, we will review our equality objectives in relation to any changes in our school profile at least every three years.



Date Approved by the Governing Body **December 2023**

Date to be reviewed by the Governing Body Autumn term 2026

Useful Links:

- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Convention on the Rights of the Child \(CRC\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://equalityhumanrights.com)
- [UN Convention on the Rights of Persons with Disabilities \(CRPD\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://equalityhumanrights.com)
- [The Human Rights Act | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://equalityhumanrights.com)
- [Dealing with Prejudice: Best Practice Guide for Nottinghamshire Schools and Academies, September 2022 \(available through the TETC pages of the Nottinghamshire School's portal\)](#)



Guiding Principles, Equalities Information and Equality Action Plan
Eskdale Junior School

Principles

In fulfilling our legal obligations, we are guided by nine principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, 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 must not discriminate but must nevertheless 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 schools core values, 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, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice 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:-

- 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
- members of theLGBTQIA2S+community

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
- members of the LGBTQIA2S+ community

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
- members of the LGBTQIA2S+ community

Principle 8: We base our practices on sound evidence

We maintain quantitative and qualitative information about our progress towards greater equality in relation to:-

- disability
- ethnicity, religion and culture
- gender
- members of the LGBTQIA2S+ community



Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:-

- disability
- ethnicity, religion and culture
- gender

Equality Action Plan

Objectives

Core Area of focus: disability

Objective: maintain all facilities to ensure there is access to all parts of school

Action:

- conduct annual review of accessibility with caretaker
- ensure all health and safety relating to disabled pupils is reviewed in light of new pupils admitted to school with disabilities
- ensure no pupil is excluded from opportunity in school as result of disability.

Proposed impact:

- Equality of access is maintained in school.
- School remains accessible to disabled pupils and visitors.

Core Area of focus: ethnicity, religion and culture

Objective: to amend provision in light of changes to the school context

Action:

- Access training and support for those pupils new to the UK (including that specific to those arriving from Ukraine)
- Provide training for staff in meeting the needs of these pupils



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- Deliver specific provision for EAL pupils
- Amend school communication lines to accommodate language barriers for parents
- Provide support

for EAL learners in
adapting to both
British and school
culture.

Proposed impact:

- Pupils make increased progress through improvements to Reading
- Pupils feel a sense of belonging at school
- Pupils feel accepted by others in school

Core Area of focus: gender

Objective: to maintain fair access to all opportunities in school so activities remain gender neutral.

Action:

- Ensure all extra-curricular opportunities are offered to all genders
- Ensure there is no gender bias in the curriculum
- Ensure there is no gender bias in assemblies (use of role models and visitors)
- Ensure pupils have access to resources that exemplify gender equality
- Use equality as a theme in the curriculum as well as in assemblies

Proposed impact:

- All pupils regardless of gender have access to all opportunities in school.
- Pupils have a strong sense of gender equality

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will be reviewed as part of this process.

Date to be reviewed by the Governing Body: Dec 26

RS Autumn 23