



Moulsham

Junior School

Equalities Statement & Objectives

Ratified by governors: Autumn 2019

Next review: Autumn Term 2022

Objectives next review: Spring 2021

Objectives next set: Autumn 2023

Please read this policy in conjunction with the Public Sector Equality Duty, Accessibility plan and Pupil Premium information

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

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. Foster good relations 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 achieve these aims with regard to the eight protected equality groups: race, disability, sex, age, gender reassignment, pregnancy/maternity, religion and belief; and sexual orientation. In compiling this equality information we have identified and analysed our effectiveness in terms of equality.

1. Summary of our equalities analysis

In relation to RACE, our analysis tells us:

- Racist incidents are rare but are dealt with promptly
- The RE and PSHE curriculum is varied and includes many different religions and beliefs to promote inclusion
- Policies include all children in our school
- We have an increasing number of languages spoken at our school.
- Our pupils understand what it means to be a British Citizen and the associated values
- All staff have completed 'Prevent' Training.
- We involve pupils and families.
- We promote British values through assembly and PSHE.
- We have a range of resources to support EAL pupils.
- Staff CPD addresses cultural specific issues where appropriate.
- We have an international corridor which celebrates a range of faiths, languages and cultures.

In relation to DISABILITY, our analysis tells us:

- We have a number of pupils with SEN medical needs
- Pupils, parents and staff with medical needs feel included in school life.
- We make "reasonable adjustments" for pupils with disabilities.
- The PSHE curriculum addresses this in an age appropriate way in each year group.
- Awareness raised by PSHE curriculum for all children is good.
- Our pupils are tolerant and understanding towards pupils with disabilities.
- Our Health and safety policy meets the needs of children.
- Our building is accessible for wheelchair use.
- Disabled parking spots are available in both the staff and parent parking

- Our SEN Information Report will be written in consultation with parents, governors and members of the wider community.
- Assemblies address individual pupil's needs and abilities in a way that they feel comfortable.
- We have good access for children with disabilities and will make reasonable adaptations where needed.
- Very good proven procedures are in place to ensure smooth transitions between key stages and schools for disabled pupils.
- Good liaison exists between school and the school nurse, counsellor and other agencies.

In relation to SEX, our analysis tells us:

- Boys and girls attain differently in English and Maths but this differs from cohort to cohort.
- All children have access to after schools clubs.
- All children from Year 3 to Year 6 have regular access to qualified Sports Coaches. Most teams are mixed gender unless it is a competitive requirement.
- Our staff and older pupils challenge stereotypes.
- Rates of progress and attainment for boys and girls is analysed regularly throughout the year and appropriate actions put in place.
- We practice Equality and Diversity in Employment.

In relation to AGE, our analysis tells us:

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age.
- We practice Equality and Diversity in Employment

In relation to GENDER REASSIGNMENT, our analysis tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make "reasonable adjustments" if notified of any issues as we have for other needs.

In relation to PREGNANCY AND MATERNITY, our analysis tells us:

- Our Science and PSHE curriculum are appropriate to our pupil's needs.
- We complete a risk assessment to meet the needs of all individuals who are pregnant.
- Most staff return to work at MJS following maternity leave.
- Staff are able to request changed hours on return from maternity leave

In relation to RELIGION AND BELIEF, our analysis tells us:

- The RE and PSHE curriculum is varied and includes a range of different religions and beliefs to promote inclusion.
- Our collective worship is inclusive.
- We practice Equality and Diversity in Employment.
- A wide and varied curriculum is covered by all children throughout our school.
- We have increased the number of religious speakers into school.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.), our analysis tells us:

- Our Science, health and relationships education is appropriate to our pupil's needs.
- We have an equal opportunity policy to address this.
- Children rarely use negative language aimed at implying sexual orientation or gender but this is always challenged by staff.
- All children have full access to the curriculum and after schools club.
- Our children readily accept that all families are different and are made up of many different combinations of people.
- Pupils and families are welcome to approach the school to discuss any issues, and parents are aware who the pastoral lead and PSHE lead are.

In relation to MARRIAGE AND CIVIL PARTNERSHIPS, our analysis tells us:

- Staff and Governor marital status is varied.
- Recruitment is based on ability not marital Status.
- We practice Equality and Diversity in Employment

	Objectives	
	Identify opportunities in the new curriculum to look at other cultures/countries, study famous people from minorities and with a variety of abilities and to celebrate diversity.	<i>To ensure that all pupils make 6 steps of progress within an academic year</i> <i>5 steps expected 2020-21</i>
Actions	<ul style="list-style-type: none"> • Curriculum leader to confirm that all subjects have a broad and balanced appropriate curriculum including links to British values • Assembly foci to reflect key religious celebrations, key cultural figures and British Values • New 2019-20 curriculum include a broader range of cultures and key figures and resources that reflect this (e.g. book lists) 	<ul style="list-style-type: none"> • Early identification of vulnerable pupils/groups • Booster support • Tuition • SENCo support • ½ termly tracking • Liaison with all relevant stakeholders • Emotional wellbeing interventions
Resources	<ul style="list-style-type: none"> • Management time • Books 	<ul style="list-style-type: none"> • Planning and teaching time • Tutor slots • SENCo time • Pupil Progress time
Success Criteria	<ul style="list-style-type: none"> • Curriculum map will reflect the need of our children • Assemblies will range across themes, cultures, religions and British Values • Assembly outline for the year to ensure coverage 	<ul style="list-style-type: none"> • At least 75% of children to make 6 steps within an academic year in reading, writing, maths • Pupil premium children to make progress above or in-line with their peers

	<ul style="list-style-type: none"> • Book choices across the curriculum to reflect a wider range of audiences 	<ul style="list-style-type: none"> • Majority of SEN pupils to make progress in line with their peers
Lead Responsibility	Curriculum Leader Diversity Lead	Head of Year Deputy Inclusion Leader
Monitoring	<ul style="list-style-type: none"> • Can children talk about key messages on equality? • Is there a link between curriculum, resources, assemblies and display? • Can children talk about famous people/authors from a range of backgrounds 	<ul style="list-style-type: none"> • ½ termly tracking by HoY, DHT and Inclusion leader • Termly monitoring by governors • Three parent evenings a year
Outcomes to date	<p>Diversity lead appointed: Kirsty Brown</p> <p>Autumn Term 2020 PDM to review planning to include diversity across the curriculum</p> <p>Designated display area in reception changed ½ termly.</p> <p>Literacy lead tracking diversity in class book choices and BAME booklist supplied</p> <p>Curriculum being reviewed.</p>	<p>Data impacted from 2019-20 by Lockdown from Covid</p> <p>Measurement from Autumn 1 baseline for 2020-21</p> <p>See Catch up and Pupil Premium data on website</p>