

Shelton Junior School



Equality Information & Objectives

Headteacher Approval  Name: Mr Jon Bacon Date: 23/03/2023	Governor Approval  Name: Ms K Phillips Date: 23/03/2023	Shelton Junior School <i>Equality Information & Objectives</i> Last Reviewed: March 2023 Review date: March 2024
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Introduction

This document forms our combined equalities policy, information and plan and is designed to communicate the following:

- Our Diversity statement
- Our legal responsibilities in terms of race, disability, gender & gender reassignment, pregnancy & maternity, age, religion or belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Equality Objectives

As a school we are committed to equality and diversity and we recognise the importance of making sure our policies, procedures and the way we run the school are barrier free.

We have incorporated all policies into this document to create a coherent framework for promoting diversity and equality within our school. The purpose of this document is to show how our school is going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to the views of all stakeholders in developing the work of our school. We recognise that equality will only be achieved by the whole school community working together - students, staff, governors, and parents / careers. All school staff and members of the schools community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

Equality Aims

This document has been prepared in line with the National legal context including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Public Sector Equality Duty (PSED)

- General Data Protection Regulation (GDPR)
- This policy also has due regard for non-statutory guidance, including the following:
 - DfE (2014) 'The Equality Act 2010 and schools'

The Equality Act

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

Protected characteristics

The protected characteristics are identified in the Equality Act 2010:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.



Roles and responsibilities

The governing body 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
- 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 each year

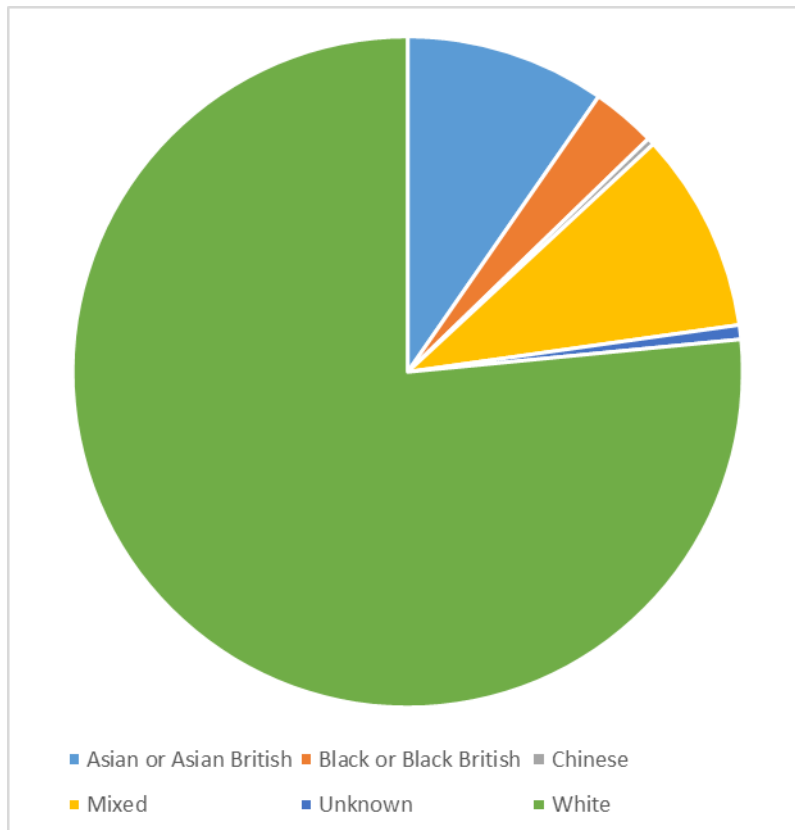
All school staff are expected to have regard to this document and to work to achieve the objectives as set out in in the Equality Objectives section below.

School Context

Our cohort draws mainly from the local area. While the majority of students are white (76%,) our students are representative of the Derby context which is ethnically diverse.

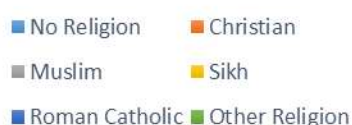
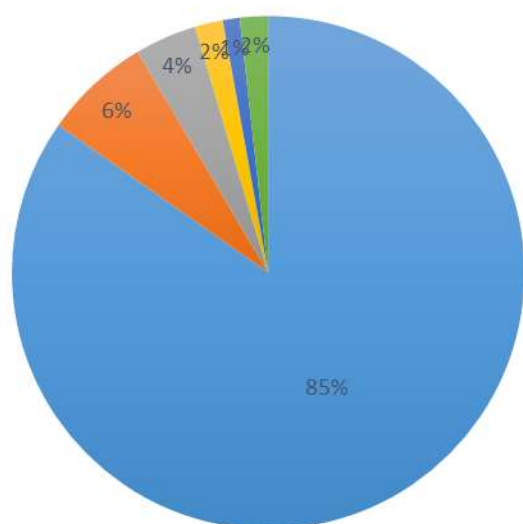
Ethnicity

	Year 3	Year 4	Year 5	Year 6	Total	Percentage
Asian or Asian British	3	9	7	9	28	10%
Black or Black British	0	2	3	4	9	3%
Chinese	0	0	0	1	1	0.3%
Mixed	8	7	7	6	28	10%
Unknown	0	0	0	2	2	0.7%
White	59	54	59	50	222	76%



Religion

While most of our families do not identify with a particular religion, about 15% of our families say that they are Christian, Muslim, Sikh or Roman Catholic.



Gender

We have an equal split of boys and girls.

Special Educational Need and Disability

The number of children we support with SEND has increased steadily in the past 3 years, rising from 46 pupils in 2021-22 to 60 pupils in 2023. The number of children with EHC plans has also increased and we now have 12 children with EHC Plans.

Children with additional needs at Shelton:

Stage	All Children	Male	Female
School Support	48 (16.5%)	28 (9.6%)	20 (6.9%)
EHCP	12 (4.1%)	11 (3.8%)	1 (0.3%)
All SEN	60 (20.6%)	39 (13.4%)	21 (7.2%)

(March 2023)

Disadvantage

There are a high percentage of students eligible for pupil premium. During the 2022-23 academic year, 39.8% of our children were in receipt of the pupil premium grant which is 116 pupils. Of this total, the split between sexes is broadly even: 51% of pupils are female and 49% are male.

In order to raise academic standards and improve teaching, progress data is scrutinised across all vulnerable groups.

Our Approach

As a school we will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At Shelton, we believe that diversity is a strength and, as such, should be celebrated by all who learn and teach here.

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

Leadership, Management and Governance

The Governing body is committed to meeting its duties under the Equality Act 2010 and aims to follow the good practice set out within the statutory codes of practice and guidance which support the legislation. While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance. The governing body recognises that discrimination may occur on more than one of the grounds at the same time and that equality of opportunity cannot be achieved by treating all people alike. The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

Policy planning, implementation and review

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

All policies, procedures and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality. As further equality requirements come into force policies, procedures and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

A link governor is assigned to monitor the school's Equality Objectives (see below) annually and reports to the board findings on progress made towards the objectives set.

Admissions, attendance, behaviour and exclusion

Admissions to Shelton Junior School are through the LA.

The school's procedures for managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions. Where possible we seek to find alternatives to exclusions. For all exclusions there is a right to appeal in line with current legislation.

Exclusions and attendance are monitored and evaluated resulting in effective action taken in order to identify trends and therefore reduce gaps between different groups of pupils.

Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues. There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Students, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any vulnerable group is always unacceptable.

Appropriate and reasonable provision is made for leave of absence for religious observance for both pupils and staff.

Student Support

The Shelton SUPER (Shelton Universal Pupil Enhancement Register) identifies all children with any additional need. This includes: academic, social, wellbeing or any other need. The SUPER identifies interventions and strategies for each pupil documented in a School Support Plan (SSP) for all professionals who work with the child to ensure that all children can access our curriculum.

Recruitment

We promote inclusive staff body and ensure staff are trained in safer recruitment practices.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every academic year e.g. updates to current legislation in relation to equality, inclusivity, safeguarding and code of conduct.

Our Curriculum

In 2021/22 academic year we implemented the No Outsiders programme of teaching, assemblies and whole school focus to ensure that we have a co-ordinated, progressive and inclusive programme of learning to ensure that we promote a true ethos of valuing difference.

Our school strives to ensure that all students have an equal chance to access education. We have strong links and partnerships with a range of providers and external agencies and, where possible, develop links with the local community to support students in securing the best economic future and to take full advantage of their opportunities in society.

The school aims to foster and teach positive attitudes, behaviour and tolerance towards sexual orientation, race, ability or disability, religion or belief, age and gender or gender assignment. We ensure, as much as we reasonably can, that all members of the school have a positive self-image.

Using the Shelton SuperPowers we promote attitudes of: collaboration, reflection, curiosity, resilience and concentration and promote respect for all.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events aim to cater for the interests and capabilities of all pupils.

The school will try to reflect due regard towards parental preferences and concerns but not at the expense of equality.

Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.



Teaching and Learning

All pupils have access to a broad, balanced and rich curriculum in accordance with DfE guidelines.

All staff ensure that the learning can take place in an inclusive environment in which pupils feel safe, and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Pupil grouping, and staff allocation is continually reviewed to ensure greater participation in the classroom.

All pupils are encouraged to become independent and to take the appropriate responsibility for their own learning.

All staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. This is achieved through specific displays that celebrate diversity, these are reviewed regularly to ensure that they can reflect the inclusive ethos of the school and the changes in today's society, enriching our students cultural capital.

Disability

The Disability Discrimination Act 2006 defines a disabled individual as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'

The school makes every reasonable adjustment to accommodate disability to ensure that everyone can access education. Changes, where necessary and reasonable, are made to ensure that access to provision is available.

Partnership with parents and the community

The school endeavours to provide information material for parents in accessible, user-friendly language and also translated in to the parent's language where applicable. Our main method of communication is using ClassDojo where messages can be translated automatically into a number of different languages.

All parents are encouraged to participate fully in the life of the school. Reasonable adjustments are made to accommodate parental need with regard to information provided and meetings, for example translators and interpreters.

When appropriate the school will take steps to encourage the involvement and participation of parents who find it difficult to engage with the education system. The school works in partnership with parents, carers and the community to address specific incidents and to develop positive attitudes to diversity. The school's premises and facilities are available for use by all groups within the wider community.

Advancing equality of opportunity

At Shelton, we promote 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 gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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)
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging all pupils to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

Equality objectives

These objectives are set at least every 4 years and reviewed annually.

In 2021 a new set of objectives were set in consultation with staff and governors.

Objective 1:

To embed the No Outsiders approach into the curriculum.

Why we have chosen this objective

This programme is designed to create a sense of positive inclusion for all people with difference.

This approach will ensure consistent and progressive teaching and learning of the positive skills and attitudes towards equality and all protected characteristics.

To achieve this objective we plan to

- Purchase No Outsiders and associated materials.
- Assign an Equalities curriculum leader
- Subject Leader will review materials and embed within PSHE curriculum time
- Whole school assemblies planned across the year
- Create displays
- Monitor children's knowledge and understanding

Annual reviews of objective 1

2022 Review (March 2022)

Progress made	Evidence	Next steps
No Outsiders texts purchased	Books in school	N/A
No Outsiders planning book purchased	Book in school	N/A
No Outsiders CPD for all staff delayed due to COVID but re-scheduled for Spring term (23/03/2022)	Yearly overview	Next steps will arise from training session
JB assigned as equalities curriculum lead – staffing changes mean that PSHE lead to change mid 2021-22 academic year – to be reviewed Summer term	Subject leaders 2021-22 document	Review responsibilities in Summer term PSHE ↔ Equalities curriculum review Summer 2
Assemblies planned throughout the year	Yearly overview	To be reviewed following No Outsiders training
Regular headteacher “Thursday Story Assemblies” designed to address equalities agenda, recordings published onto website	Website	N/A
Displays not yet created – awaiting No Outsider’s training		Displays to be created following training

2023 Review (March 2023)

Progress made	Evidence	Next steps
No Outsiders CPD for all staff completed	Yearly overview	
HC updating of new school Personal Development documentation including Intent and implementation documents.	Curriculum documentation	
Headteacher story assemblies regularly linked to No Outsiders	Yearly overview	Add to yearly plan for assemblies in 2023-24

Displays not yet created – awaiting No Outsider’s training		Regular No Outsiders display still to be actioned
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Objective 2:

To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

Why we have chosen this objective

This will ensure that our curriculum reflects society and our local community and equips children for the next stage in their education and life.

To achieve this objective we plan to

- Assign an Equalities curriculum leader
- Link protected characteristics further to Shelton Superpowers
- Ensure all protected characteristics are planned progressively through our curriculum
- Review curriculum for RSE/PSHE/RE/British Values

Annual reviews of objective 2

2022 Review (March 2022)

Progress made	Evidence	Next steps
JB assigned as equalities curriculum lead – staffing changes mean that PSHE lead to change mid 2021-22 academic year – to be reviewed Summer term	Subject leaders 2021-22 document	Review responsibilities in Summer term PSHE ↔ Equalities curriculum review Summer 2
Wider curriculum review not yet completed – Summer term		Review curriculum Summer term

2023 Review (March 2023)

Progress made	Evidence	Next steps
DHT taken over as facult lead for personal development	Subject leaders document	

Wider curriculum review completed	Curriculum Documentation	
Protected Characteristics planning	Opportunities for learning about protected characteristics built into planning	
Ensure consistency of delivery through a Deep Dive		Not yet planned – add to plan for 2023-24

Objective 3:

To narrow the gap in Reading between boys and girls.

Why we have chosen this objective

Boys historically achieve less well than girls at Shelton.

	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	62	0.20	0.03	0.20	0.00	63	83	73	30	27	105.3	104.4
Male	33	-1.04	-0.54	-1.04	-0.58	33	79	69	24	22	104.7	103.3
Female	29	1.61	0.62	1.60	0.61	30	87	78	37	32	106.1	105.5

(Revised data for 2018/19)

Update 2023

Following the COVID pandemic, a similar picture can still be seen where girls achieve better than boys in reading both at Shelton and nationally. Although DfE advise that 2018/19 data should not be compared to 2021/22 data, the attainment gap in 2018/19 was 8% at Shelton compared to a 9% gap nationally and in 2021 this was 9% at Shelton and 10% nationally.

	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	69	-2.49	0.04	-2.52	0.00	71	72	75	20	28	104.6	104.8
Male	31	-4.04	-0.75	-4.04	-0.80	33	67	70	9	33	102.7	103.7
Female	38	-1.22	0.86	-1.27	0.84	38	76	80	29	33	106.1	105.9

(Revised data for 2021/22)

To achieve this objective we plan to

- Assess children’s attainment termly in this area
- Hold regular pupil progress review meetings with teachers
- Complete high quality CPD training for teaching staff
- Engage in peer coaching CPD and engage in latest educational research
- Raise the profile of reading for pleasure
- Improve the range of appropriate literature
- Develop the library
- Hold author events

Annual reviews of objective 3

2022 Review (March 2022)

Progress made	Evidence	Next steps
Children’s assessment monitored in Aut term	Aut term assessment data	N/A
Pupil progress meetings include discussion around male/female gaps in all core subjects including reading. Teachers supported by SLT as required to address any identified gaps	Teacher’s pupil progress data OTrack reports	N/A
Tutoring programme and SUPER intervention used to support accelerated reading progress where required	SUPER Tutoring registers	N/A
Training: <ul style="list-style-type: none"> • No Outsider’s training planned • Subject Leader support from SLT • Equalities sessions for school leaders in HSLM and PEIP 	Diary	N/A
Peer coaching model training underway for teaching through Rosenshine/IRIS project	IRIS groups	N/A
Lots of events and activities planned throughout the year including: <ul style="list-style-type: none"> • Reading Shed 	<ul style="list-style-type: none"> • Diary • Long Term overview 	N/A

<ul style="list-style-type: none"> • Inspire Days • World Book Day • Dress up Day • Reading Assemblies • Competitions • Bagel Bar reading • Teachers “I am reading ...” • Classroom environments 	<ul style="list-style-type: none"> • ClassDojo • Website • Staff e-mail footers • Library • Budget planner 	
Investment in new library books in 2021-22 and 2022-23, this will continue year on year	Budget planner	N/A
Library refurbishment planned 2021-22	Budget planner	Complete project
Successful author events held via Teams 2021-22	Yearly overview	N/A

2023 Review (March 2023)

Progress made	Evidence	Next steps
Children’s assessment monitored in Aut term	Aut term assessment data	N/A
Pupil progress meetings include discussion around male/female gaps in all core subjects including reading. Teachers supported by SLT as required to address any identified gaps	Teacher’s pupil progress data OTrack reports	N/A
Tutoring programme and SUPER intervention used to support accelerated reading progress where required	SUPER Tutoring registers	N/A
Training: <ul style="list-style-type: none"> • No Outsider’s training planned • Subject Leader support from SLT • Equalities sessions for school leaders in HSLM and PEIP 	Diary	N/A
Peer coaching model training underway for teaching through Rosenshine/IRIS project	IRIS groups	N/A

<p>Lots of events and activities planned throughout the year including:</p> <ul style="list-style-type: none"> • Reading Shed • Inspire Days • World Book Day • Dress up Day • Reading Assemblies • Competitions • Bagel Bar reading • Teachers “I am reading ...” • Classroom environments 	<ul style="list-style-type: none"> • Diary • Long Term overview • ClassDojo • Website • Staff e-mail footers • Library • Budget planner 	<p>N/A</p>
<p>Investment in new library books in 2021-22 and 2022-23, this will continue year on year</p>	<p>Budget planner</p>	<p>N/A</p>
<p>Library refurbishment planned but unable to be completed due to budgetary constraints – seek external funding</p>		
<p>Further analyse reading at home and identify barriers for wider reading through pupil surveys</p>		
<p>Parent reading workshop using DCC Adult Learning Team not well attended – review further engagement</p>		