

# Shelton Junior School



## Equality Information & Objectives

<b>Headteacher Approval</b>  <b>Name:</b> Mr Jon Bacon <b>Date:</b> 30/01/2025	<b>Governor Approval</b>  <b>Name:</b> Ms K Phillips <b>Date:</b> 30/01/2025	<b>Shelton Junior School</b> <i>Equality Information &amp; Objectives</i>  Last Reviewed: January 2025 Review date: January 2026
--	--	--

## 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

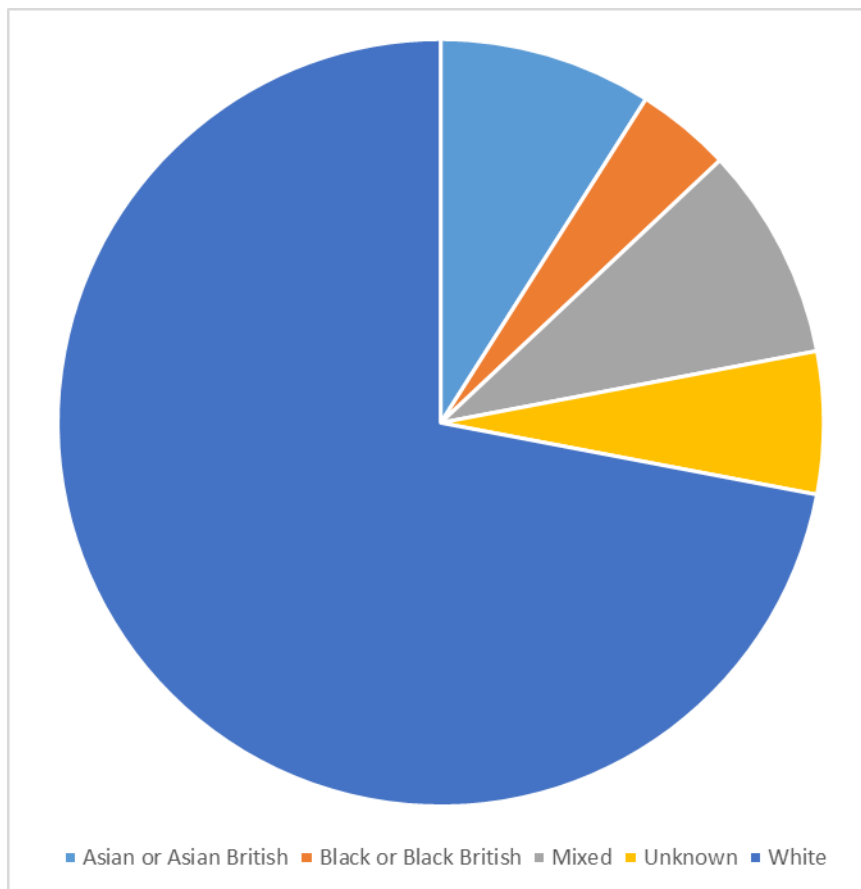
All school staff are expected to have regard to this document and to work to achieve the objectives as set out in in the Equality Objectives section below.

## School Context

Our cohort draws mainly from the local area. While the majority of students are white (72%) our students are representative of the Derby context which is ethnically diverse.

### Ethnicity

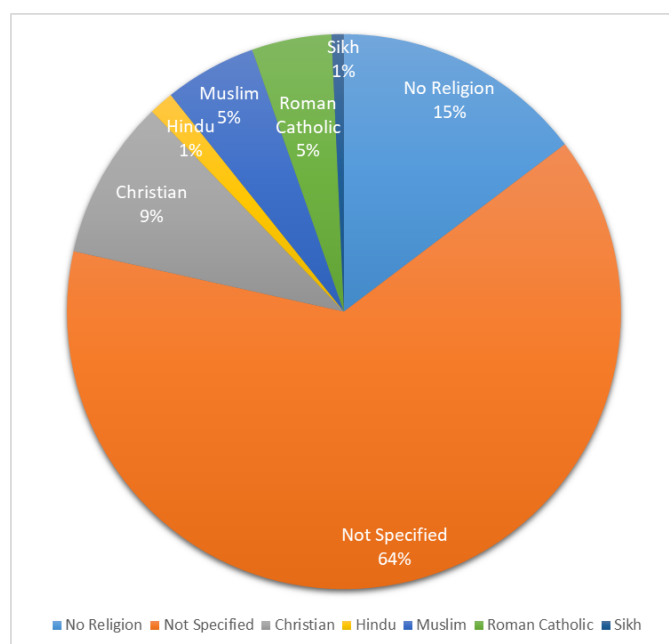
	Year 3	Year 4	Year 5	Year 6	Total	Percentage
<b>Asian or Asian British</b>	8	4	3	9	24	9%
<b>Black or Black British</b>	2	6	0	2	10	4%
<b>Mixed</b>	5	5	9	7	26	9%
<b>Unknown</b>	11	5	2	0	18	6%
<b>White</b>	38	47	62	55	202	72%
<b>TOTAL</b>	64	67	76	73	280	



## Religion

While most of our families (78%) do not identify with a particular religion, about 21% of our families say that they are Christian, Muslim, Sikh or Roman Catholic.

	Year 3	Year 4	Year 5	Year 6	Total	Percentage
No Religion	28	5	5	3	41	15%
Not Specified	14	41	66	57	178	64%
Christian	6	12	3	5	26	9%
Hindu	1	1		2	4	1%
Muslim	7	5	1	2	15	5%
Roman Catholic	6	4		3	13	5%
Sikh	1			1	2	1%
Total	64	68	75	73	280	



## 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 4 years, rising from 46 pupils in 2021-22 to 66 pupils (24%) in 2025. The number of children with EHC plans has also increased and we now have 21 pupils (8%) with EHC Plans. Shelton has a disproportionate number of boys with identified SEND needs and significantly higher boys with EHC plans.

Children with additional needs at Shelton (January 2025):

Stage	All Children	Male	Female
School Support	45 (16%)	27 (10%)	18 (6%)
EHCP	21 (7.5%)	14 (5%)	7 (3%)
All SEN	66 (24%)	41 (15%)	25 (9%)

(January 2025)

## Disadvantage

There are a high percentage of students eligible for pupil premium. During the 2024-25 academic year, 122 pupils (44%) of our children were in receipt of the pupil premium grant. This is following a continued upward trend reflecting increased disadvantage in the local area.

### **Disadvantage and gender**

Of this total, the split between sexes has shifted in recent years: of the pupils in receipt of pupil premium, 49 of pupils are female and 73 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 local authority.

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 suspensions or permanent exclusion. For all permanent exclusions there is a right to appeal in line with current legislation.

Exclusions, suspensions 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 2025 a new set of objectives were set in consultation with staff and governors.

### Objective 1:

*To embed a culture of a strong respectful community through the use of vertically groups pupil coaching groups.*

#### **Why we have chosen this objective**

This programme is based on national research into small pupil coaching “circles” of about 10 children from all year groups, led by a member of staff. The groups will meet two or three times each week to “check in”, “check up” and “check out”. Circle groups will be selected carefully so, as far as possible, they represent the diverse community at Shelton. Children will be encouraged to learn how to communicate respectfully and show respect for each other’s diversity.

#### **To achieve this objective we plan to**

- Engage with national research in this area and develop plans and frameworks that will work for Shelton
- Carry out staff training relating to relational approaches to behavior management, unconditional positive regard, and coaching circles
- Develop practical systems and processes that will allow coaching circles to be carried out without undue disruption to learning
- Encourage staff to use coaching times to reinforce the culture of respect and equality at Shelton
- Monitor children’s engagement in coaching circles

### Annual reviews of objective 1

**2026 Review (date)**

**2027 Review (date)**

**2028 Review (date)**

## **Objective 2:**

*To continue to promote understanding and respect for diversity.*

### **Why we have chosen this objective**

Many children within our locality have limited experience of diverse communities.

### **To achieve this objective we plan to**

- Ensure school policies and procedures promote equality of opportunity.
- Ensure all staff are aware of our responsibility with regards to the equality act.
- Ensure our school curriculum promotes tolerance of all groups.
- To continue with our block teaching of RE and PSHE each term.
- To facilitate the introduction to, and understanding of, other religions and cultures to our children.

## **Annual reviews of objective 2**

**2026 Review (date)**

**2027 Review (date)**

**2028 Review (date)**

### **Objective 3:**

Increase the understanding of children at the school with regards to discrimination and bullying, and how their behaviour and interaction with others (peers and wider groups/individuals) can be perceived both in the real world and particularly online.

#### **Why we have chosen this objective**

Pupils who face challenges emotionally and socially find it challenging to be kind to their peers and understand respect and tolerance of others – which can result in inappropriate behaviours.

#### **To achieve this objective we plan to**

- Ensure all children engage in community coaching circles (see objective 1)
- Identify children who are at risk of displaying discriminatory behaviours by analyzing demographic, behavior, safeguarding, and wellbeing information regarding pupils.
- Ensure identified pupils are supported with additional intervention such as TFFT, Lego therapy, friendship groups which focus on modelling appropriate language and skills which will support pupils to work together in an appropriate manner.
- Provide reactive behavior support for at risk pupils ensuring that low level behaviours are addressed early before increasing to more significant discrimination develops
- Teach regular internet safety sessions each half term so that pupils understand how to behave respectfully online and how to address discrimination that they are exposed to
- To regularly encourage parents to monitor children's on-line activities
- To engage in Safer Internet Day annually
- To record and report on racist and discriminatory behaviours to governors
- All adults will model and reinforce positive and respectful behaviours in all interactions with each other and all pupils.