

STANLEY PARK JUNIOR SCHOOL



Public Sector Equality Duty

Vision Statement

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school."

Policy agreed by Governing Body:	March 2022
Next review date for statement:	March 2023
Next review for Objectives:	March 2026

EQUALITY INFORMATION STATEMENT

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

We recognise our duty to fulfil our responsibilities under the Public Sector Duty with regard to our whole school community.

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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

We will have due regard to the need to:

- Eliminate discrimination harassment, victimisation and any other conduct that is prohibited by the Act;
- Advance equality of opportunity between people who share a relevant 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.
- Encourage 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)

This statement publishes information which demonstrates how we are complying with these four elements of the Public Sector Equality Duty and publishes specific and measurable Equality Objectives.

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

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 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 body 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

Meet with the equality link governor annually to raise and discuss any issues

All school staff will:

Have regard to this document and to work to achieve the objectives as set out in section 8.

The equality link governor is Richard Smith. They will:

Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed

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

Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

Support the headteacher in identifying any staff training needs, and deliver training as necessary

Eliminating discrimination and other conduct that is prohibited by the Act

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Staff and governors are regularly reminded of their responsibilities under the Equality Act - for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

We eliminate discrimination by:

- Adoption of Single Equality Scheme
- Implementation and review of our inclusion policy
- Reporting, responding to and monitoring all racist incidents
- Ensuring that all children feel safe at school and addressing prejudicial bullying through our anti-bullying and behaviour policy
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention

- Ensuring participation of all parents/carers and pupils in school development (eg through surveys)
- Listening to parents/carers at coffee mornings, parents' evenings, comments in home-school books, etc. also active participation of parent Governors.
- Listening to pupils at all times, and especially through the School Council.
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

In fulfilling this aspect of the duty, the school will:

Analyse attainment of groups of pupils on a termly basis and presented to the Governing Body.

Actions related to analysis of vulnerable groups are identified each term and evaluation of annual progress informs future changes to provision. This is monitored through the Curriculum and Standards Committee. We will also include information about the steps we have taken in response to our analysis of the available data.

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relationships by:

- Ensuring that equality and diversity are embedded in the curriculum and in the act of collective worship [and assemblies] e.g. a robust R.E. curriculum that provides extensive opportunity to understand and reflect on different faiths and beliefs, promoting tolerance, friendship and understanding of a range of religions and cultures; opportunities to share different festivals e.g. Diwali, Ede, Sukkot ; also celebrating success of a variety of role models This includes teaching in, citizenship and personal, social, health and economic (PSCHE) 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
- We foster good relations by providing enrichment opportunities e.g. International Evening, synagogue visits, church visits, authors, musicians, actors, Olympic athletes, a variety of external trips that extend an understanding of positive role models and events.
- Ensuring that Stanley Park Junior School is seen as an active school within our local community e.g. maintaining an allotment, singing in the community, regular visits to a local care home, fund-raising initiatives for a variety of charities.
- We embed a commitment to the child's role in the world e.g. recycling, energy monitoring, care of the environment and wildlife (Green Zone).

Providing a variety of extra-curricular and cross school opportunities for children to extend confidence and experience of working with different personalities, cultures and abilities e.g. sports matches, Top of the Form, science and technology days.

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is

completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Tackling discrimination

Harassment on account of race, culture, gender, sexual orientation, special educational need or disability, faith or religion or socio-economic background is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances. All staff are expected to support and deliver a curriculum which reflects the values detailed in this policy and challenges prejudice in any form. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / member of the Senior Leadership Team where necessary. All incidents are reported to the Head Teacher and racist or homophobic incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, culture, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their race, culture ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
 - Racist, sexist, homophobic or discriminatory graffiti;
 - Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
 - Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, culture disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
 - Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, culture, gender, disability or sexual orientation.

Linked Policies

This policy should be read in conjunction with:

- Anti-bullying policy
- Behaviour policy
- Accessibility plan.
- Special Educational Needs and Disabilities Policy

The following information is only concerned with our obligations to pupils (and prospective pupils).

Equality Information as of March 2022

- Number of pupils on roll at the school: 368
- Age of pupils: 7 - 11 years of age

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of "protected characteristics". Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on the following protected characteristics:

- Race
- Disability (The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.)
- Sex
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment

Age and Marriage and Civil Partnership are protected characteristics. We do not collect data but it is important to recognise that equality protection needs to be extended to the children's family and the wider community.

We do not feel it is appropriate to collect information from pupils in relation to some protected characteristics. However, as a school, we are aware that there may be equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on ethnicity, gender, special educational need or disability and socio-economic factors. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potentially adverse impact and ensure any discrepancies are identified and dealt with.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (Pupil Premium)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)

- Pupils with a Traveller heritage who are highly mobile but not from a minority ethnic group, such as Fair or Circus families
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is less than 1% of our roll (namely 4 children) and the information is sensitive personal information. In these cases we have indicated this by an asterisk (*) and no percentage is published. Characteristics are based around the Census classifications and parents choose groups to which they, or their children, belong.

Race / Ethnicity

Race/Ethnicity	% of school roll
Any other Asian background	3.27
Any other Black background	(*)
Any other White background	8.72
Any other ethnic group	0.82
Any other mixed background	2.72
Bangladeshi	0.27
Black - African	1.91
Black Caribbean	1.09
Chinese	5.99
Gypsy/Roma	(*)
Indian	7.08
Pakistani	3.00
Refused	0.54
Traveller of Irish heritage	(*)
White - British	59.67
White - Irish	(*)
White and Asian	2.18
White and Black African	0.54
White and Black Caribbean	2.18

Gender:

Male	Female
56 %	44%

Religion of belief

Religion or belief	% of school roll
Buddhist	1%
Christian	21%
Hindu	6%
Jewish	0
Muslim	5%
Sikh	1%
No Religion	23%
Other Religion	4%
Refused	22%
Roman Catholic	5%
(None)	12%

- Pupils eligible for Free School Meals (FSM) : 11.17%
- Pupils with Special Educational Needs (SEN): 20.16%
- Pupils with English as an Additional Language (EAL): 29.16%
- Pupils with a Traveller heritage who are highly mobile but not from a minority ethnic group, such as Fair or Circus families: (*)
- Young carers: (*)
- Looked after children: 1.36%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Stanley Park Junior School. By having 'due regard', it ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

Evaluation of Current Provision

1. The curriculum at KS2 provides appropriate learning opportunities for all children
2. The R.E. curriculum is led by a specialist teacher who ensures children are inspired to celebrate diversity and show respect for all faiths. Children recognise that their own views are important, whether they have a specific faith or not.
3. The School Codes of Behaviour promote the expectation that we are all Responsible Citizens. Children collect sunshine points that recognise their commitment towards this aim. Children respond well towards this expectation. Each term, children are nominated for a Service to Others Award.
4. Tracking of pupil progress ensures that all groups of children are monitored and appropriate provision is put in place where necessary e.g. financial access to clubs, resources and enrichments.
5. All incidents of bullying or racism are dealt with quickly and appropriately in line with our policies.
6. Children with medical disabilities are identified and specific care plans are set up by the school nurse to enable access to the curriculum and safe inclusion to all enrichments. Specific staff training is provided too.
7. Children identified with Special Educational Needs are provided with SEN support plans that ensure access towards learning and appropriate external advice and support that ensures access to social inclusion and learning.
8. All children have an opportunity for a leadership role within the school i.e. opportunities are open to pupils in all year groups, for example: sports leaders, ICT reps, mini mentors, eco reps, school council reps and Year 6 monitors.
9. Governors play an active role in ensuring policies provide equality of opportunity through regular monitoring and discussion of school practice.

Consultation

We aim to engage and consult with pupils, staff, parents/carers, and the local community so that we can improve our information, monitor the impact of our policies, develop our equality objectives and improve what we do as a school.

We will do this through:

- Parent/Carer and pupil surveys
- Staff surveys on specific issues
- Open door policy
- Opportunities for appointments with members of staff
- School newsletter
- Letters home (by email or hard copy if preferred)
- Website
- School Council
- Parents' evenings
- Coffee mornings where parents lead the agenda.
- Curriculum evenings
- Family evenings

We publish a record of consultation and engagement on the school website.

Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies or procedures. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues considered	Action taken or changes made
March 2022	Questionnaires	Ensure children feel comfortable to identify as gender of preference.	Ensure future questionnaires have an alternative option for gender.
November 2021	Behaviour Policy	Ensuring that our policy reflects how we aim to meet the needs of all children when supporting them and that we are appropriately dealing with any behaviour issues.	Made a new flowchart to ensure children know next steps.
Sept 2020	Training for staff on 'Zones of Regulation'.	Ensuring that we meet the needs of all children and that staff are suitably trained in supporting children and appropriately dealing with any behaviour issues.	Training for staff on 'Zones of Regulation'. Home/school books updates with Zones of Regulation
Spring and Summer Terms 2020	Adherence to the government guidance on the partial closure of schools.	The prioritisation of groups of children to return to 'bubbles' between 23rd March and 21st July 2020 during the Covid-19 pandemic.	The safe return of children to school following wider school closing on 20th March - ensuring that vulnerable pupils and those with special educational needs have the education and support they need, be this in school or if they are remaining at home.
Updated annually - Latest update July 2019	Equality statement	Agreed to publish this statement on the school website	Set limit for publishing of more than 1% of school roll (i.e. 4 children) in line with DofE guidance to not publish if it relates to 3 or fewer pupils.
July 2019	Reviewed objectives and set up a new Action Plan	Range based on different equality strands	New action plan formulated and awaiting FGB ratification. - September 2019 share action plan with parents.
June 2017	Development of new	Consideration given to best way to allow access	Range of plans considered to enable best access into the school for all members of our

	entrance	for people with a physical disability	school community.
March 2013	Inclusion policy	Governors approved the updated Inclusion policy and were reminded of their duties under the Equality Act	Published on website

**STANLEY PARK JUNIOR SCHOOL PUBLIC SECTOR EQUALITY REVIEW OF OBJECTIVES FROM JULY 2019-2021
OBJECTIVES REVIEWED MARCH 2022**



The objectives are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.

EQUALITY STRAND	ACTION/OBJECTIVES	HOW WILL THE IMPACT OF THE ACTION BE MONITORED	WHO IS RESPONSIBLE FOR IMPLEMENTATION	WHAT ARE THE TIME FRAMES?	EARLY SUCCESS INDICATORS	EVALUATION
All	Publish and promote the Equality Plan through the school website, curriculum and staff meetings.	Pupil, parent and staff awareness and understanding of Equality Plan and objectives measured through questioning samples from each group	School leadership and management team	Immediately after Equality Plan is agreed by governing body	Staffs are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Plan	This was published on our website.
All	To monitor all learning resources during the review of the curriculum to ensure that they do not reinforce stereotypes, and that they provide equality of opportunity, including trips, visits and workshops.	Reviewing the trips that children participate in ensuring that it covers a wide range of activities and places so that it teaches children about the differences in our local community.	All class teachers and members of school staff	2017-21	Children go on a range of trips and visits especially to different places of worship	2019 Review: AT SPJS we have mainly visited Christian places of worship. Due to Covid - trips/visitors in school have been restricted. This objective to be carried forward.
Gender Equality Duty	Introduce initiative to encourage boys to take part in the choir after school club to make participation rates more reflective of the school population.	Increased participation of boys in choir after school club	Choir Leads Class teachers	Academic Year 2019-20	More boys sign up for the choir from Autumn Term	2019 - Boys choir offered - low uptake. Christmas Celebration in Church in Dec 2021 had 35% of chn performing were boys.

All	To track and monitor pupils with SEND throughout the school, in attendance, attainment and progress and conduct detailed analysis to inform provision and intervention work.	Regular tracking and monitoring SEND pupils' progress and attainment, ensuring that pupils have equal access to learning and opportunities	SENDCo, SLT	2019-220	Attendance, progress and attainment is line with their peers.	SEND is high focus for all staff and governors. They are tracked closely for attendance/progress.
Disability Equality Duty	To provide work-based experience / employment for those with SEND, promoting inclusion in the school community.	Monitoring of applications for employment or volunteer positions by disability.	School Business Manager and Deputy Head	2019-21	Work-based experience or employment will be provided to those with SEND, promoting an inclusive environment in the school community	Volunteer pupils from STARS (Sutton Tuition and Integration Service) are offered placements every year. (This was impacted by Covid)
Gender	To diminish the difference between boys and girls with their progress and attainment in maths	Data will be monitored After school club to try and motivate girls in maths	Maths Lead	2018-21	Children sign up to attend the after school maths club.	Maths club was (2019)popular for girls - had 14 girls attend each term. Some boys were a little disgruntled that they could not attend!
All	To diminish the in-school difference between PP and non-PP children's progress and attainment.	Regular monitoring and analysis of pupil data.	SLT & All Staff	2019-21	The in-school difference between PP and non-PP children's progress and attainment will be diminished.	This is continuing to be a difficulty and we closely monitor this.

STANLEY PARK JUNIOR SCHOOL PUBLIC SECTOR EQUALITY OBJECTIVES MARCH 2022-MARCH 2026

The objectives are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.



EQUALITY STRAND	ACTION/OBJECTIVES	HOW WILL THE IMPACT OF THE ACTION BE MONITORED	WHO IS RESPONSIBLE FOR IMPLEMENTATION	WHAT ARE THE TIME FRAMES?	EARLY SUCCESS INDICATORS	EVALUATION MARCH 2026
All	To monitor all learning resources during the review of the curriculum to ensure that they do not reinforce stereotypes, and that they provide equality of opportunity, including trips, visits and workshops.	Reviewing the trips that children participate in ensuring that it covers a wide range of activities and places so that it teaches children about the differences in our local community.	All class teachers and members of school staff	2022-2026	Children go on a range of trips and visits especially to different places of worship	
All	To improve outcomes for disadvantaged children, including those who are vulnerable and eligible for PPG and/or have SEND.	Appraisal target for staff Participation in Action research project.	SENDCo, SLT	2021-2026	Quality First Teaching evidenced in class and interventions. Positive feedback from action research.	
Gender	To diminish the difference between boys and girls with their progress and attainment in reading	Data will be monitored Staff training and information shared about research on boys and reading. Focus for subject leader in SDP. Male role models in school	English Lead	2022-2026	Data shows gap between girls and boys is closing. Boys enjoy reading	
All	To maintain excellent attendance for all groups, in particular those who are disadvantaged and SEND	Regularly tracking attendance and absence rates of pupils. Feedback to Governors. Purchase Attendance officer	Head and Admin	2022-2026	Persistent absentee rate is decreasing. Gap between SEND and non-SEND closing.	

These objectives will be evaluated every four years and will be up-dated by March 2026