



Everyone can shine

Equality Policy and Plan

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Mission Statement

At Shelf Junior and Infant School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and all protected characteristics as appropriate and applicable, and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. Diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Protected Characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

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

Mainstreaming Equality into Policy and Practice

As well as the specific objectives and actions set out beneath, school operates equality of opportunity in its day-to-day practice as described below.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by protected characteristics and action any gaps (for some protected characteristics – religion, and particularly sexual orientation, for example - statistical data about pupils is less likely to be available);
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, and all other protected characteristics without stereotyping;

- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents and carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors or any other protected characteristics.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Shelf Junior and Infant School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion, or any other protected characteristics are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Equality and the law

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined

equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

Statutory duties must be met by every school in line with legislation from Equality Act (2010) and the advice and clarification in The Equality Act 2010 and Schools (May 2014).

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, faith or religion, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, sexual orientation, religion or faith or disability, or any of the protected characteristics.

The governing body take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make school communications as inclusive as possible for parents, carers and pupils.

The governing body welcome all applications to join the school, whatever a child’s socio-economic background, race, belief or religion, gender or disability, or any protected characteristic of the child or parent or carer.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, faith or religion, sex or disability or any other protected characteristic.

The role of the headteacher (or senior leader responsible for Equalities)

It is the headteacher’s role to implement the school’s Equality Plan and she is supported by the governing body in doing so.

It is the headteacher’s role to ensure that all members of staff are aware of the Equality Policy and Plan, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying (including cyberbullying), harassment or discrimination, including racist and homophobic incidents or relating to any protected characteristic, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, belief, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, or any relating to any protected characteristic, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling harassment, bullying, direct and indirect discrimination

Harassment on account of race, gender, disability or sexual orientation, or relating to any protected characteristic is unacceptable and is not tolerated within the school environment.

All members of 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.

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 / headteacher where necessary. All incidents are reported to the headteacher and racist, bullying and homophobic incidents are reported to the governing body on a termly basis. The information is also available to the Local Authority as required.

What is a discriminatory incident?

Harassment on grounds of race, 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 may occur include:

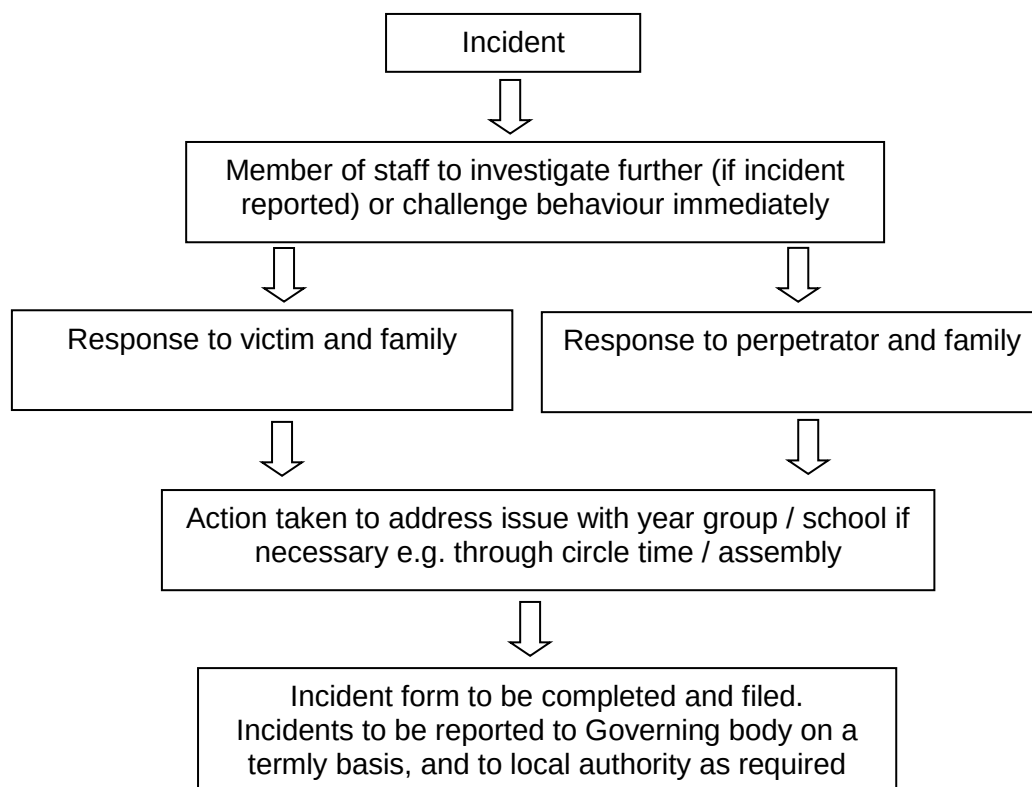
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic 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, 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, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting is outlined below:



Review of progress and impact

An Equality Plan will be agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to

ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Prepare and publish our equality objectives on the school website;
- Publish information to demonstrate how they are complying with the Public Sector Equality Duty
- Make sure hard copies are available.

Last review: September 2025

Next review due: September 2026

Annual Objectives Autumn 2024 – Summer 2027 (reviewed annually)

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Success indicators
All	Monitor and analyse pupil achievement by protected characteristics.	Achievement data analysed by race, socio-economic background, gender and disability where appropriate	Headteacher / Governing body	At least annually	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups. Identified through Pupil Progress Meetings.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects diversity.	Increase in pupils' participation, confidence and achievement levels	Every member of staff through the curriculum and through assembly themes	Annual review of curriculum	Increase in participation and confidence of targeted groups Pupil interviews indicate positive attitudes.
All	Ensure that displays in classrooms and corridors promote diversity.	Increase in pupil participation, confidence and positive identity	Headteacher	Ongoing	Diversity reflected in school displays across all year groups.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council and Ambassadors by election or co-option), class assemblies etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	Ongoing	Continued diversity in school council membership and positive role models highlighted within school.