



EQUALITY POLICY AND OBJECTIVES

November 2020

I. Introduction

Jubilee is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. When developing the policy account has been taken of the DfE guidance on the Equality Act 2010.

Our approach to equality is based on the following 7 key principles:

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

2. Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils and employees or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

3. Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our Continuous Improvement Plan, Self-Evaluation Review, school web site and newsletters.

There are also references in the behaviour, admissions, SEND and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

4. What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Behaviour, Exclusions and Attendance

The school Policy on Behaviour takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

5. What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data including that of different groups and of attendance and achievement in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We publish an analysis of standards reached by different groups at the end of each key stage.
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners.
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum and to arts and cultural experiences. We remove barriers to participation where necessary.
- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month.

6. What we are doing to foster good relations between people and groups of all kinds

- We review relevant feedback from the annual parent questionnaire, parents' evening, and/or focus meetings
- We secure and analyse responses from staff surveys, staff meetings and training events
- We review feedback and responses from the children and groups of children, from the school council, PSHE lessons
- We analyse issues raised in Annual, School Support Plans, Individual Behaviour Plans or Pastoral Support Plan Reviews and those raised by mentors and other support services
- We ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

7. Equality Objectives

Jubilee sets itself Equality Objectives in order to better support the welfare of our pupils and the school community. There are some areas of what we do on equalities where we think there is room for improvement, or we want to build on our positive work to date, and these objectives will help us to drive that change.

Our current objectives are set out at the end of this document, together with information about how the change will be measured, who is responsible for the change, when the change will happen, and what successful change will look like.

8. Roles and responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Each governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Head Teacher and Leadership team

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

9. Monitoring and reviewing the policy

Our Equality Policy document is reviewed and updated every year while our Equality Objectives are reassessed every two years.

10. Complaints

Complaints arising from the operation of this policy will be dealt with in line with the school's complaints procedure.

Equality Objectives

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Equality Objective	How will the impact be monitored?	Who is responsible for implementing?	What are the time frames?	Success indicators
<p>SMSC: Spiritual, Moral, Social and Cultural Education</p> <p>To promote spiritual, moral, social and cultural development through all appropriate curriculum opportunities, with particular reference to issues of equality for all</p>	<ul style="list-style-type: none"> - Curriculum map audit - Pupil, parent and staff questionnaires and consultations - Increased provision in terms of Islington World of Work project 	<p>DHT-Curriculum AHT – EYFS SLT Staff</p>	<p>Termly review of new curriculum from September 2020</p>	<p>New curriculum progression maps evidence of equality objectives E.g. text used, range of speakers, assemblies, learning evidence</p>
<p>Cultural Capital</p> <p>To promote cultural development and understanding through a rich range of experiences both in and beyond the school, including educational visits</p>	<ul style="list-style-type: none"> - Curriculum map audit - Pupil, parent and staff questionnaires - Increase in provision offered to pupils 	<p>DHT-Curriculum SLT PSHE lead</p>	<p>Termly review of new curriculum from September 2020</p>	<p>Evidence of rich range of experiences and educational visits evidenced in planning, T&L, books, assemblies books and questionnaires</p>

<p>CPD on Diversity, Race and Racism</p> <p>Continue to improve and elevate staff education and awareness of issues relating to DRR</p>	<ul style="list-style-type: none"> - Half termly staff (TA/teacher) meetings - Ensure key learning points are always shared with all staff following any sessions 	<p>DRR (diversity, race and Racism) steering group All SLT to have a target related to this</p>	<p>Review termly and embed for new academic year</p>	<p>Staff to become emotionally literate and encourage discussions around race and racism Staff to feel able to challenge racism and biases</p>
<p>Curriculum</p> <p>Embed a diverse curriculum</p> <ul style="list-style-type: none"> - Decolonise - Diversify - Social Justice - Cultural Relevant teaching 	<p>Staff meeting Curriculum map</p>	<p>DRR (diversity, race and Racism) steering group DHT-Curriculum SLT Staff</p>	<p>Termly review of new curriculum from September 2020</p>	<p>Children and staff engagement Development of a bank of resources to draw upon. Staff knowledge of staff increased to enable staff to plan</p>
<p>Challenging Unconscious Bias</p> <p>To promote and develop understanding of unconscious bias in own practice and proactively seek opportunities to challenge unconscious bias in planning, teaching, activities, interaction, CPD, etc.</p>	<p>Sharing conversations CPD PPM SLT Staff Curriculum leads Parents Governors</p>	<p>DRR (diversity, race and Racism) steering group</p>	<p>End of academic year and ongoing</p>	<p>All staff to be aware of unconscious bias. Staff to call it out when seen, heard or experienced Imagery and text used in lessons doesn't promote specific stereotypes around race and gender, or where it does it is identified and addressed). Including pertinent discussion points (e.g. euro-centric world map when studying 'using maps' in Geography, the names in English lessons</p>

<p>Continuing Reflective Practice</p> <p>To be conscious of patterns of behaviour and work proactively to identify behaviour triggers for children. Seek to plan pre-emptively to ensure the success of all children in lessons and build a deeper understanding of the specific difficulties and triggers of children in your class.</p>	<p>SLT Class teachers Staff</p>	<p>Behaviour steering group Inclusion manager SLT</p>	<p>End of academic year and ongoing</p>	<p>Seek to plan pre-emptively to ensure the success of these children in lessons and build a deeper understanding of the specific difficulties and triggers of children in your class. Embed behaviour policy</p>
<p>Attainment</p> <p>To ensure we are closing the attainment gaps between disadvantaged pupils and others in school and nationally.</p>	<ul style="list-style-type: none"> - Termly review of assessment data and targeted conversations in Pupil Progress meetings. - Appropriate interventions in place to narrow the gap 	<p>DHT AHT Class teachers</p>	<p>End of academic year and ongoing</p>	<p>Gap closing between PP and non-PP children PP children performing better than national at KS2</p>
<p>Representation</p> <p>Diversifying the workforce</p>	<p>Increased number of BAME in all roles and levels in the school</p>	<p>SLT Governors</p>	<p>End of academic year and ongoing</p>	<p>Teaching and leadership levels better represented by BAME</p>

Glossary of Terms

AHT: Assistant Head Teacher

BAME: Black, Asian Minority Ethnic

CPD: Continuing Professional Development

DfE: Department for Education

DHT: Deputy Head Teacher

DRR: Diversity, Race and Racism

EYFS: Early Years Foundation Stage

KS2: Key Stage 2

PSHE: Personal, Social, Health and Emotional

PP: Pupil Premium

PPM: Pupil Progress Meetings

SMSC: Spiritual, Moral, Social and Cultural

SLT: Senior Leadership Team

TA: Teaching Assistant