

Kempshott Junior School

Equality Information and Objectives

Safeguarding Statement

At Kempshott Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Kempshott Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Aims

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.

Legislation and guidance

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](#).

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 Head Teacher.
- Attend appropriate equality and diversity training.
- Report back to the full Governing Body regarding any issues.

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to Governors.
- Governors and staff will support the Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Governors and staff will support the Head Teacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Eliminating discrimination

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

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive information/training on the Equality Act as part of their induction, and all staff receive refresher information on an annual basis.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance 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).

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- 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 and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed 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.

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.

Equality objectives

Objective 1

Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective:

Kempshott Junior School is passionate about our inclusivity, and ‘the language of SEN can obscure the fact that most, though not all, children with SEN fall under the protection from discrimination provided by the Equality Act 2010 and not just the Children and Families Act 2014 and SEND Code of Practice 2015.

The Acts definition of disability is broad and includes more children than many realise. It defines a person as disabled, ‘if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities’.

‘Long term’ means 12 months or more, not necessarily continuous and the definition is based on functional assessment, not medical diagnosis. It includes impairments such as Autism, ADHD or mental health difficulties, sight or hearing impairments or long term health condition like Epilepsy and Cancer. Children with such conditions do not necessarily have SEN but there is a significant overlap.

Progress we are making towards this objective

We are working to make progress towards this objective on a daily basis, by removing or minimising disadvantages experienced by disabled children and adults at Kempshott Junior School.

This school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Taps in toilets and around the school adjusted for easy manipulation.

Creating car parking as close to the school entrance as possible and ease of vehicle door opening.

Drop kerbs for ease of access to and from pavements.

Ensure PEEPs (Personal Emergency Evacuation Plans) are reviewed/ updated annually or as required.

In adherence to the Children and Families Act 2014 which sets the presumption that children with SEN should be in mainstream, Kempshott Junior School never refuse admission of a child because it is felt we are unable to cater for their needs – a reason often cited, apparently by many schools and nor do we refuse a child simply because they do not have an EHCP. We endeavour to employ sufficient Learning Support Assistants to support the children ‘one to one’ if necessary, despite the budgetary constraints.

Our pupils are not discriminated against by not allowing them to attend school trips or events. We are an inclusive school and all pupils, despite disability, will be encouraged to attend all school events including residential trips.

Objective 2

Train all members of staff and Governors involved in 'recruitment and selection' on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

To achieve this objective, we plan to: Train all members of staff and Governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Progress we are making towards this objective: Review individual training needs and book the required training in accordance to findings.

Monitoring arrangements

The Governing Body will update the equality information we publish, at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by the Governing Body/Head Teacher.

Links with other policies

This document links to the following policies:

- Accessibility Plan.
- School Risk assessments.
- School Equality Policy for Pupils.
- School Equality Policy for Staff.

Reviewed: September 2018

To be Reviewed: September 2021