



# West Byfleet Junior School

## Equality information and objectives

### Legislation

- 1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:
- Eliminate discrimination;
  - Advance equality of opportunity; and
  - Foster good relations.
- 1.2 West Byfleet Junior School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
  - Disability;
  - Race, colour, nationality, ethnic or national origin;
  - Sex (including transgender);
  - Gender reassignment;
  - Maternity and pregnancy;
  - Religion and belief;
  - Sexual orientation; and
  - Marriage and civil partnership (for employees).
- 1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:
- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
  - Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
  - Admissions;

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*Policy:* Equality information & objectives  
*Nominated Staff Lead:* Headteacher  
*Nominated Governor Lead:* Chair of Governors

*Status:* Statutory  
*Review cycle:* 4 years  
*Next review date:* Spring 2028

- Attendance;
- Attainment;
- Exclusions; and
- Prejudice related incidents.

- 1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.  
We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

## 2. The Policy

- 2.1 West Byfleet Junior School's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

## 3. Our Ethos

This is a place where:

- learning is fun;
- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- everyone is encouraged to be part of and contribute to the community; and encourage everyone to make healthy life choices.

## 4. Addressing Prejudice Related Incidents

- 4.1 The school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

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## 5. Objectives

Objective	Measurable Action	Review Date
<p><b>To increase staff’s understanding and the legal implications of equality and its implications on a day-to-day basis.</b></p>	<ul style="list-style-type: none"> <li>• All staff to receive training on Inclusion in the classroom</li> <li>• Staff meetings programme offers training in various subjects linked to equality e.g. dyslexia.</li> <li>• All staff to have read the School’s Equality, Diversity and Inclusion Policy.</li> </ul>	
<p><b>To ensure all families with additional needs have full access to the school site and learning environments.</b></p>	<ul style="list-style-type: none"> <li>• School Inclusion Team to meet to discuss show individual families can have full access to the school site and learning environments.</li> <li>• Accessibility Policy on school website allowing access to information</li> </ul>	
<p><b>To reduce prejudice and increase understanding of equality through direct teaching across the curriculum</b></p>	<ul style="list-style-type: none"> <li>• Audit key texts read in class to increased stories that consider diverse experience.</li> <li>• Class teachers use a range of diverse images in resources and avoid over use of stereotypes.</li> <li>• PSHE curriculum to explore themes of prejudice, discrimination and stereotypes in all year groups</li> <li>• To develop pupils’ understanding of the</li> </ul>	

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	<p>lived experience of children living in other cultures e.g. through our International Day</p> <ul style="list-style-type: none"> <li>• Within subject disciplines, pupils are exposed to a diverse range of significant individuals connected to that subject.</li> <li>• Ensure PSHE and RSE schemes of work include a range of examples and avoid gender stereotypes particularly when looking at family units, relationships, sexual abuse and harassment.</li> <li>• Reduction in incidence of prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010. Trends to be analysed and shared with school leadership team and governors.</li> </ul>	
<b>Increase the children's knowledge of current affairs.</b>	<ul style="list-style-type: none"> <li>• Class teachers to share 'The Week' within the classroom.</li> <li>• Children to watch News Round regularly to keep up to date with current issues.</li> <li>• Assembly programme planned to reflect current issues and reaction to significant global events.</li> </ul>	
<b>To tackle prejudice and promote understanding particularly in relation to</b>	<ul style="list-style-type: none"> <li>• Increase awareness of different religious</li> </ul>	

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<p><b>people with different religious beliefs and with disabilities.</b></p>	<p>holidays to develop students understanding of other faiths.</p> <ul style="list-style-type: none"> <li>• Invite speakers and role models from a range of religious and ethnic backgrounds in to speak to increase understanding amongst staff and students.</li> <li>• Introduce cultural calendar to encourage regular discussion about different faith holidays or national days.</li> <li>• Make greater use of experts and resources from charities to increase student understanding of certain disabilities.</li> <li>• Increase range of books in school library that include characters with disabilities such as ADHD, Ongoing Review dyslexia.</li> <li>• To promote diversity and inclusion in public areas of the school e.g. library displays.</li> <li>• Wider curriculum offer celebrates differences e.g. DT project designing an inclusive playground using CAD School trips to a variety of places of worship of all faiths</li> </ul>	

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