

Northfield Junior School

Encourage each other to do well



Teamwork
Responsibility
Respect
Resilience
Kindness
Curiosity



Equality Policy

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Reviewed By		Victoria Jones
Job Role		Deputy Head
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	V5:26/27	Template amendment SHousley Oct26

Equality Policy

Northfield Junior School aims to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

Equality Statement

At Northfield Junior School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which the individuals of the school community feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Northfield Junior School, we believe that diversity should be respected and celebrated by all those who learn, teach and visit us.

Legal Duties

At Northfield Junior School we welcome our duties under the [Equality Act 2010](#). The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

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. In developing our policy, we have therefore also taken them into consideration.

To meet our general duties, listed above, the law requires us to carry out 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 individual**)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

To do this effectively 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, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents
- Curriculum
- Complaints/compliments

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 group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our statutory RSE (Relationships and Sex Education) / PSHE (Personal, Social, Health and Economic) Curriculum. We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups. We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely all stakeholders
- Regularly review our progress

Definitions

- ***Discrimination*** is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

- **Direct Discrimination** occurs when someone is treated less favourably than others because of a protected characteristic.
- **Discrimination by Association** occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.
- **Direct Discrimination by Perception** occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.
- **Indirect discrimination** can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.
- **Victimisation** occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.
- **Harassment** is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.
- **Prejudice** can be conscious or unconscious and involves stereotypes, prejudgments, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.

Roles and Responsibilities

We believe that promoting Equality is the responsibility of the whole school community.

Governor responsibilities

- Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these
- Monitor progress towards achieving these objectives
- Publish data and documents around Equalities
- Ensure staff have access to appropriate training and resources

Headteacher and Senior Management Team

As above including:

- Promote key messages to members of the school community about equality and the expectations around the equality duty
- Ensure that all in the school community receive adequate training to meet the needs of delivering equality
- Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents (using My Concern software)

Staff responsibilities

- Help in delivering the right outcomes for pupils.
- Uphold the commitment made to pupils and parents/carers on how they can be

expected to be treated.

- Design and deliver an inclusive curriculum.
- Record, report and respond appropriately to prejudice-related incidents.

Parents/ Carers

- Take an active role in supporting and challenging the school to achieve commitment given to the school community in tackling equality and achieving equality of opportunity for all
- Uphold the commitment made by the Headteacher on how pupils, parents/carers, staff and the wider community can be expected to be treated
- Report prejudice related incidents involving members of the school community to the school

Pupils

- Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
- Report prejudice-based incidents to a trusted adult.

Local Community Members

- Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school website.

Preventing and Addressing Prejudice Related Incidents

We define prejudice-based incidents/bullying in the following way:

- Prejudice-related incidents/bullying – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, or because they have a learning or physical disability. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.

At Northfield Junior School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. This 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 recognise that prejudice-based bullying is a form of child-on-child abuse and is therefore a safeguarding concern, as outlined in [Keeping Children Safe in Education](#). We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse. We are committed to working with families and outside agencies to proactively prevent incidents and to create an environment in which all members of our school community feel welcomed, accepted, and safe. We believe every member of our community should be treated with respect and should not be subjected to prejudice or discrimination in any form. This includes staff, parents/carers, governors/trustees, and visitors to our school.

We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. We will endeavour to proactively tackle all forms of prejudice by ensuring our

curriculum is representative of all sections of society and the contributions made by people with different characteristics are consciously embedded across all subjects. In doing so, we will challenge stereotypes and work towards inclusivity to ensure we have safe classrooms where everyone feels validated, accepted, safe and a sense of belonging.

If incidents still occur, we will address them immediately ensuring that appropriate levels of support are provided to those affected; that we thoroughly investigate all reports/allegations; and that we will apply appropriate sanctions and address offending behaviours through a programme of education. All adults in our school community are expected to comply with the school's Code of Conduct. Any allegations made against staff will be investigated in line with our policies and procedures relating to staff conduct and behaviour. Any staff member, parent/carer, governor/trustee or visitor to the school, who is subjected to prejudice-based abuse can also expect to have their complaint thoroughly investigated and will be supported in accordance with their wishes.

We review our practice following each incident including what more we might do to prevent further incidents. We recognise that we must not become complacent and will regularly evaluate satisfaction levels in respect of how we have responded to any reports or concerns raised.

Pupils, including bystanders and witnesses

We talk about trusted adults regularly in school to remind our pupils of who they can report concerns to. The definitions of victim, perpetrator and bystander are clarified to all pupils regularly to develop a shared understanding.

- We emphasise the importance of all pupils (whether a victim or a bystander) reporting concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a teaching assistant, the head teacher, a lunchtime supervisor, or a member of the office team.
- The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported.
- The member of staff will make a formal record of the bullying report on the school's recording system (My Concern) and other relevant members of staff will be alerted.
- The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.
- Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns using restorative justice practices (restorative justice in schools is an approach to behaviour and discipline that focuses on repairing harm, rebuilding relationships and restoring community).

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name/a brief note about their concerns (either written or drawn). These worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly. The class teacher will check the box at the end of each day and take any necessary action.

Parents/Carers

We understand that it can be very difficult for a parent/carers to hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that parents/carers report their concerns directly to the school rather than discussing them with other members of the school community, either in person or online.

The following steps will be taken to investigate:

- Initially, we ask parents/carers to contact their child's class teacher (via parent@northfield.derbyshire.sch.uk or by phone) to explain their concerns.
- The class teacher will take an initial note of the concerns on My Concern software, but may ask to schedule a meeting or phone call to allow for more time to discuss these in detail.
- An investigation into the allegation will be carried out and appropriate actions identified and taken.
- A record of this will be uploaded to the initial concern on the My Concern software.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns using restorative justice practices.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School Staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told, following the procedures outlined above in the 'Parents/Carers' section.

Complaints

If a parent/carers is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website on the Policies page, and by request from the school office.

Links with other policies

- Child Protection and Safeguarding
- Accessibility Plan
- Behaviour Policy
- Playtime Policy
- Anti-Bullying Policy
- Online Safety Policy and Acceptable Use Policies

- PSHE and SRE Policies
- Complaints Policy
- Staff and Governor Codes of Conduct
- Exclusions Policy
- Home School Agreement
- International Schools Policy
- SMSC Policy and British Values Statement

Monitoring and Review

As a minimum, we will review our objectives in relation to any changes in our school profile every three years.

Useful Links

- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Convention on the Right of the Child \(CRC\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- [UN Convention on the Rights of Persons with Disabilities \(CRPD\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- [The Human Rights Act | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)

Appendix 1

Northfield Junior School Equality Statement

At Northfield Junior School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which the individuals of the school community feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Northfield Junior School, we believe that diversity should be respected and celebrated by all those who learn, teach and visit us.

Equality in Teaching and learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.
- Utilising funding strategically to reduce barriers to learning.

Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation or socio-economic background.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Appendix 2

Northfield Junior School Equalities Objectives 2025 - 2027**MISSION STATEMENT**

We want all of our children to love coming to school and to find things that excite their curiosity and inspire them to learn, grow and develop as kind, responsible and confident individuals every single day!

	Objective	Why we have chosen this objective	Actions to achieve this objective	Progress we are making towards this objective
1	Eliminating discrimination To continue to develop the provision of PSHE and SRE in order to embed a clear understanding of the protected characteristics at an age-appropriate level	Dronfield is a predominantly White British town. We aim to broaden pupils' exposure to the diversity that the UK has. Some of our pupils use discriminatory language around sexual orientation and gender.	• Embed the equality values throughout the PSHE/ SRE curriculum • Identify other areas of the curriculum which teach these values • SLT assemblies will have themes around equality, British Values and SMSC	• The PSHE and SRE scheme of work has opportunities to discuss the protected characteristics in an age-appropriate manner. Additional lessons to respond to cohort specific issues. • Whole class and pupil books show evidence of this. • Assembly rotas show evidence of the themes discussed in assemblies by SLT
2	Advancing Equality To ensure that the curriculum celebrates the diversity across the UK. To develop a curriculum where all pupils are represented and that they develop a greater understanding of diversity through resources and teaching in the curriculum.	Dronfield is a predominantly White British town. We aim to broaden pupils' exposure to the diversity that the UK has.	• Continue to review the curriculum topics, ensuring representation of different cultures and backgrounds. • Continue to review resources, so that a diverse range of people are represented • Review banded reading books and library books to ensure that fiction books represent diversity • Ensure that visitors to school represent different cultures and backgrounds	• Curriculum review has been undertaken in 2022/23 and 2023/2024 academic years • Newly purchased resources are checked to ensure a diversity is represented • Teachers continue to represent a more diverse range of people in resources used • Residential trip to London for Y6
3	Fostering good relations To develop and foster relationships with others internationally	Some of our pupils have very limited experiences out of the local area. We would like to broaden their experiences of people around the UK and world.	• Create a link with an inner city school in the UK • Continue to develop international links through the International Schools project	• Sent dual language messages of friendship in English and Bengali. • School Councils from both schools introduced each other by saying about themselves / shared PowerPoints about our school and asked each other questions via video recordings. • Y6 sent PowerPoint presentations/ posters about climate change and protecting the environment (dual English, Bengali) and the school sent theirs back too and we shared them. • World Book day - dual language stories shared with each other