



EVERY LEARNING MINUTE COUNTS

Talavera Junior School

Equality Policy

Policy First Introduced: **January 2015 (replacing Race equality, Disability Equality and EOP Policy)**

Latest Review: **May 2025**

Next Review **May 2026**

Signed: _____ **(Policy Owner)**

Print Name: _____

Review Date: _____

Signed: _____ (Governor Approval)

Print Name: _____

Approval Date: _____

POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.0	06/01/15	Approved	RS	SR	Policy rewritten based on Hampshire guidance to replace Race equality, Disability Equality and EOP Policy
1.1	08/10/15	Approved	RS	SR	No changes
2.0	03/10/17	Approved	RS	SR	Updated figures
2.1	20/1/17	Approved	AW	SR	Updated pro forma/ supporting evidence and appendix
2.2	29/01/2020	Approved	AW	SK	Updated pro forma/ supporting evidence data
2.3	31/01/2022	Approved	AW	SK	Updated targets / data/ accountability
2.4	26.01.2023		AW		Updated equality targets and data etc.
2.5	13.5.24		LHB		Updated equality targets and

					data etc.
2.6	30.5.25		LHB		Updated equality targets and data etc

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together - our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff). Please see our separate Menopause policy for more information on this topic.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Talavera Junior School is in Rushmoor in Hampshire and caters for 7-11 year olds. It is a larger-than-average sized junior school and with the capacity for up to 450 children. The school is situated in the garrison town of Aldershot, and therefore has a highly turbulent population. Our pupils, like all children, deserve the opportunity to be successful regardless of their gender, background, needs or other protected characteristics. As a school, we are dedicated to ensuring the best outcomes for all pupils - academically, socially, emotionally and developmentally.

Community Served

- 50.2% boys
- 49.7% girls
- 73.5% from minority ethnic backgrounds
- 52.2% English as an additional language
- 71% Pupil Premium/ Service Premium (13.5% FSM and 57.5% Service Children)
- 24.6% SEN

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their connection with forces community
- Whether they are experiencing or have experienced menopause.

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability - we understand that reasonable adjustments may need to be made
- Gender (including transgender) - we recognise that girls and boys, men and women have different needs

- Religion and belief - we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race - we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age - we value the diversity in age of staff, parents and carers
- Sexual orientation - we respect that individual have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Pupils will not be treated less favourably or experience a detriment as a result of being transgender
- Marital status - we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity - we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth
- Menopause - we assert that no members of staff should experience unfair disadvantage due to their experiences of menopause

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups

with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other. We understand that this may mean making adjustments for certain groups or making reasonable changes.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately. We will work closely with parents and carers to ensure a safe environment for all.

Roles and responsibilities

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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice (this includes by allowing children to discuss work in their first language before sharing ideas with the class and similar situations)
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief, menopause and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- focus groups
- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Pupil-related data: SATs 2024

- **see latest data on school website**

NOTE: Care must be taken not to enable the identification of individual pupils or families within the data published. The DfE's non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.

Qualitative information

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings (particularly those evidencing discussions regarding responsibilities for equality)
- notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken
- notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns - e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/bullying policies raised)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies which deal with relevant equality related issues
- views of the student council
- revision of school curriculum to ensure that it is engaging to all pupils.

The school has published various policies on the school's website. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

The school has also published other information relevant to equalities on the equality pages of the school internet site . This information includes notes of relevant governor and details of current initiatives which the school is undertaking in respect of equalities."

Appendix B

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others.

Having referred to and analysed our equality information, we have set ourselves the following objectives:

Analysis of previous objectives

Objective 1: **Attendance:**

Equality objective: To explore any trends with families or children who fall under our 95% attendance rate. Any patterns of absence that raise potential issues for pupils regarding barriers to 100% attendance. We will have a particular focus on the absences of SEND pupils.

Why: We would like to ensure that there are no barriers to attending school and that we address the lower attendance rate of SEND pupils.

How: Attendance is monitored each term on an individual basis. We need to look at attendance data to see if any groups of pupils have lower than average attendance and consult with their families with the support of our Education Welfare Officer.

Outcome: Information gathered will enable us to ensure that any barriers to attendance for groups of pupils and their parents will be explored and solutions to improve the situation sought. Our aim is that pupils have attendance of at least 96%. SEND pupils will be supported to be successful in their school career.

Analysis: Attendance remains above local and national averages. The Attendance Officer continues to support families on plans and to provide support and challenge to those who need it. Some child with SEND support have attendance below 95% across the year. For all of these pupils, attendance has increased as they have understood school expectations. This will continue to be a focus for the next academic year. Persistent absences are lower than both national and local pictures, with

the school being ranked #1 out of the schools in Hampshire. However, persistent absences have increased from 1% to 2.9% this academic year and this will remain a focus.

Objective 2:

Attainment:

Equality objective: To ensure that both boys and girls achieve their full potential in their learning, measured through the outcomes of the Key Stage 2 SATs alongside teacher assessment.

Why: Boys and girls have equal right to life chances, given through outstanding education and through the provision of appropriate support.

How: Teachers will analyse assessment throughout the academic year to identify vulnerable groups, both in terms of progress and attainment. Pupil progress will highlight key trends in demographic groups.

Outcome: All children will achieve their full potential through outstanding education. Teacher performance management will ensure that learning provision is excellent.

Analysis: SEND pupils make significant and accelerated progress across their time with us at Talavera Junior School. This is above national and local standards. The school will be proactive in ensuring that needs are identified in Autumn by the SENDCo to allow for targeted support. The school will make effective use of Educational Psychologist time to ensure that funding and support to which children are entitled is received.

Objective 3:

Safeguarding and wellbeing:

Equality objective: To use the wider curriculum to reinforce the school's stance on prejudice and tolerance of others, including assemblies and in the use of the behaviour system.

Why: We understand that all children need to be ready to live in modern Britain and to respect those around them. We have a statutory duty to ensure that children understand and demonstrate the British Values.

How: Assemblies will be targeted at celebrating the diversity of our school and our wider community. The behaviour system will be tracked to analyse prejudice-related incidents.

Outcome: All pupils will feel safe and that they belong at Talavera Junior. This will be reflected in our Feeling Safe survey

Analysis: Feeling Safe survey analysis shows a great improvement since the start of the year in how children see themselves and their place at Talavera. Cyber-bullying outside of school remains a concern and this will continue to be addressed through our Computing and E-safety curricula. Emotional safety is highlighted in year 4 but is focused on once classroom with a higher percentage of children receiving Pastoral and MHST support so this is not surprising. Children feeling less safe from world events has featured for the first time and this is worth the school considering, particularly through assemblies and an ongoing PSHE curriculum. The number of prejudice incidents across

New objectives beginning May 2025

Objective 1: Attainment

Greater Depth Standard for Girls:

Equality objective: To ensure all barriers to reaching the highest standard possible are removed to allow girls to reach their full potential, laying a foundation of knowledge, skills and confidence before children move onto Key Stage 3.

Why: Girls underperform at a GDS level in maths when compared to boys in every year group across the school. This is a reflection of the national picture. This is a trend identified by the school which has also been noted as a Hampshire-wide priority by the Maths Hub.

How: A targeted approach to interventions, alongside ensuring that girls who are borderline are prioritised, will be the priority for the Maths Lead. We will work closely with the Maths Hub to identify strong practice and that which needs development. Team teaching from our strongest teachers will ensure all staff have the subject knowledge and skills to support and challenge girls at a GDS maths level.

Outcome: Girls with the potential to work at a Greater Depth Standard will reach their full potential, opening up excellent learning in Key Stage 3 and allowing girls to see themselves in STEM professions.

Objective 2: Attendance

Equality objective: To explore any trends with families or children who fall under our 95% attendance rate. Any patterns of absence that raise potential issues for pupils regarding barriers to 100% attendance. We will have a particular focus on the absences of WBRI pupils as this has been noted as a trend.

Why: We would like to ensure that there are no barriers to attending school and that we address the lower attendance rate of WBRI pupils, with strong parental partnerships built to help address generational issues with education.

How: Attendance is monitored each term on an individual basis. We need to look at attendance data to see if any groups of pupils have lower than average attendance and consult with their families with the support of our Education Welfare Officer.

Outcome: Information gathered will enable us to ensure that any barriers to attendance for groups of pupils and their parents will be explored and solutions to improve the situation sought. Our aim is that pupils have attendance of at least 96%. WBRI pupils will be supported to be successful in their school career.

Objective 3: Safeguarding and Wellbeing

Equality objective: To ensure robust processes are in place to support the mental health needs of our community with a particular focus on resilience and anxiety.

Why: As is the case nationally, we are seeing an increasing number of pupils presenting with more and more significant mental health needs. As educators, our primary focus is on ensuring children are able to access the learning which will provide them with life chances. Holistic support will benefit our entire community and set children up with the skills and knowledge that they need to support themselves as they grow up.

How: Our bespoke PSHE curriculum will be audited to ensure that there are enough links to mental health made across units. This will also apply to PE and to DT. We will continue to build our relationship with the Educational Psychologist, using our hours effectively to train staff to support these pupils. In addition, we will continue to signpost parents towards external agencies in a timely and proactive manner, such as the Mental Health Support Team. The Pastoral Team will be expanding their provision next year which will ensure a wider level of support.

Outcome: Pupils will receive holistic support which allows them to address any mental health concerns. In turn, this will have a positive impact on both community relations and on outcomes.

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

Date of publication: 02/02/20 Date for review and re-publication:

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's website.

Accessibility Plan 2025 - 2027

This audit and plan covers all three main strands of the planning duty:

1. Physical access- improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency exits), internal and external doors, gates, toilets, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, wide doorways, adapted toilets and blinds.

2. Learning Access - increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training. Many adjustments to access will be dependent on individual needs.

3. Information Access to - improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to Talavera Junior School.

No current accessibility needs.

Care Plans in place for individual children.

Objective	Strategy	Timescale	Cost	Outcome	Date completed
2	<p>Pastoral Support</p> <p>The provision of the Pastoral Team will be expanding to include Family Support Worker-style roles.</p> <p>The Pastoral Team will be supported by the Strategic Team, alongside their Educational Psychologist.</p>	<p>Autumn 1 for implementation</p> <p>Will run 2025-2026</p>	TBC	Preventative safeguarding can be prioritised to then allow pupils with mental health needs to access the curriculum.	N/A
3	<p>External providers</p> <p>The school will proactively signpost to a range of external providers to allow pupils to understand their rights and needs (including the school nurse, MHST, EP, SaLT, SENDIASS and NALA).</p>	<p>Autumn 1 for implementation</p> <p>Will run 2025-2026</p>	N/A	Preventative safeguarding can be prioritised to then allow pupils with mental health needs to access the	N/A

	The Strategic Team will ensure these services are communicated to all staff so that the responsibility to signpost is distributed.			curriculum.	
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