



Field Junior School Equality Information and Objectives

2023-2027

Public Sector Equality Duty: The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by the Equality Act
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and people who do not share it

Field Junior 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. The Equality Act provides a framework to enable schools to meet their obligations under the Public Sector Equality Duty. We fulfil the specific duties of the PSED by:

- Publishing quantitative and qualitative information annually, showing compliance with the PSED set out in clause 149 of the Equality Act 2010
- Setting, every four years, one or more specific measurable equality objective/s that further the aims of equality

School Context: A brief description of our school and staff 2023

Characteristic	Total	Breakdown (number and %)
Number of pupils	265	136 Male (51%) 129 Female (49%)
Number of staff	35	3 Male 32 Female
Pupils eligible for Free School Meals	58	22%
Pupils with Special Educational Needs and Disability (SEND)	50	19% EHCP 9
Pupils with English as an Additional Language	131	49%
LAC (Looked after) and Post LAC children	*	*Information is sensitive and personal

Principles

In fulfilling our legal obligations of the PSED and delivering our values we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners and their parents and carers, as of equal value:

- whether or not they are disabled or have other difficulties in accessing the school's facilities or services.
- whatever their ethnicity, culture, national origin, or national status.
- whatever their home circumstances.
- whatever their gender and gender identity.

- whatever their sexual identity
- whatever their religious or non-religious affinity or faith background

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that different needs and experiences of girls and boys are recognised
- religion, faith, or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Our policies, procedures and activities will promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in term of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents

- mutual respect and good relations between boys and girls and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin, or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

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

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion, and enabling all groups to have greater participation in public life.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives. We keep our equality objectives under review and report annually on progress towards achieving them

Protected Characteristics: The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the school's provisions are: age; disability; ethnicity and race; gender (sex), gender identity and reassignment; pregnancy, maternity and breast feeding; religion and belief; sexual orientation and for staff only, marriage and civil partnership.

Disability: At Field Junior School we implement accessibility plans which are aimed at: increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; improving the availability of accessible information to disabled pupils.

Community Cohesion: Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum

Roles and responsibilities of Headteacher, other staff, governors:

The school operates equality of opportunity in its day-to-day practice. The governing body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

The Headteacher has overall responsibility for ensuring that the action plan is delivered effectively. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

The school's equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

At Field Junior School we will publish information to convey how effectively the policy is being implemented. Equality information will be available on the school website.

The governing body will:

- incorporate equality targets where appropriate into the school improvement plan
- provide leadership and drive for the development and regular review of the school's equality policy
- provide appropriate role models for all managers, staff and pupils
- apply the principles of best value without discrimination when purchasing goods and services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken, as and when appropriate.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action

The Headteacher will:

- ensure a school culture exists which celebrates diversity, equality and achievement
- initiate and oversee the development, regular review and implementation of equality policies and procedures
- consult pupils, staff and stakeholders in the development and review of the policies
- ensure the effective communication of the policies to all pupils, staff and stakeholders
- ensure that managers and staff are trained as necessary to carry out the policies
- provide appropriate role models for all managers, staff and pupils
- provide mechanisms for the sharing of good practice
- ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- ensure that the school carries out its statutory duties effectively
- comply fully with legislation which protects staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age.

With regard to disability, reasonable adjustments will be made to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

The staff will actively implement this policy, behave with respect and fairness to all colleagues and pupils and support the monitoring of impact.

Parents and carers will be consulted on the policy regularly and be kept informed through the school website.

Using information: Equality Impact Assessments, data and other information Equality Impact Assessment (EQIAs) help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, disability and gender. We conduct student voice activities and monitor playtime and lunchtime incidents.

Equality Objective	Protected Characteristic	General Duty	Responsibility	Measurable success indicator	Timescale	Review Date
To ensure the school environment is as accessible as possible to pupils, staff and visitors	Disability, gender, religion or belief	Eliminate Discrimination Foster good relations	SLT, COG, teachers, parents and pupils	Linked to the Accessibility plan – outcomes demonstrate impact All stakeholders have access to a safe and purposeful environment	Ongoing	Sept 2026
To promote cultural development and understanding through a rich range of experiences both in and beyond school.	Disability, gender, religion or belief, sexual orientation, gender identity	Advancing equality of opportunity	SLT, teachers, parents, pupils	Pupils at Field Junior will have a wider experience of a divergent society. They will also acquire cultural capital they otherwise would not have developed.	Ongoing	Sept 2026
Increase access to a suitable and relevant curriculum for children with complex SEND	Disability	Eliminate discrimination, advancing equality of opportunity	SLT, SENCO, class teachers	Our curriculum is differentiated, diverse and inclusive. It enriches learning for all pupils and meets their diverse and complex needs. The Tiered approach will be embedded to ensure enhanced inclusivity.	Ongoing throughout the year Termly review meetings - PPM's	Sept 2026