



Telford Junior School

Equality Information and Objectives Policy

January 2025

Approval and Review

This policy is reviewed in discussion with staff and governors.

Effective from: January 2025

Approved by: TJS Governing Body

Review Date: December 2026

Review Leader: Richard Siviter, Head Teacher

Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 Local Board of Governors (LGB) 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/carers.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher.
- Meet with staff members to discuss issues and how they are being addressed.
- Ensure staff are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.

The LGB will review the successful implementation of this policy, reporting back to the full governing body.

The head teacher and school leaders will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Report on the successful implementation of this policy to the LGB.

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 training on the Equality Act as part of their induction, and all staff receive refresher training.

The LGB is responsible for monitoring equality issues, liaising with the head teacher and senior leaders.

Advancing Equality of Opportunity

The following characteristics are defined as protected characteristics:

- Age
- Disability
- Sex
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Gender reassignment
- Sexual orientation

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 that 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 members of the school community 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. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- 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: Analysis of recruitment data with regard to race, gender and disability.

We have chosen this objective to ensure that the school is advancing equality of opportunity. To ensure progress is made with this objective, governors will report back annually on relevant recruitment data, reviewing recruitment processes, to check they promote equality of opportunity.

Objective 2: In drafting our Relationships Policy, the school ensures that it is fully compliant with the Equality Act 2010 and incorporates reasonable adjustments in behaviour management strategies.

We have chosen this objective since the practice embodied in the Relationships Policy is a key to promoting equality of opportunity and fosters good relations within our school community.

The Relationships Policy, approved by governors and shared with our school community, was developed through consultation with stakeholders.

Governors monitor behaviour management during the school year and check that the policy is followed.

Objective 3: In developing our curriculum, our cross-curricular learning and our curriculum enrichment, we will look for opportunities to promote a knowledge and understanding of diversity.

We have chosen this objective to help the school promote its core values, in line with promoting British Values.

The school's curriculum provision is under continuous review by subject leaders and overseen by governors, through their monitoring activities.

Objective 4: Monitor prejudicial incidents that occur between pupils during the school year, looking at possible trends and evaluating the strategies the school has in place to address these, e.g. supports for victims and for perpetrators.

We have chosen this objective mindful of the increasing diversity of our school community and the influences from outside school, which potentially impact on pupils' attitudes and behaviours.

Monitoring of prejudicial incidents is part of our monitoring of pupil behaviour and data is shared with and reviewed by the Local Governing Board.

[Monitoring Arrangements](#)

The Local Governing Board (LGB) will update the equality information we publish annually. This document also will be reviewed annually by the LGB.

[Links with Other Policies](#)

This document links to the Accessibility Plan, risk assessments and to the drafting of all curriculum and pupil related policies.