



**Killisick
Junior School**
Believe • Achieve • Succeed

**Public Sector Equality Duty Information
&
Equalities Objectives Statement**

Objectives Written:	August 2024
Author	Richard Jones
Approved by Governors	August 2024
Review Date	July 2025

Background

We welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

1. A public authority must, in the exercise of its functions, have due regard to the need to—

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;*
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;*
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.*

2. A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

3. Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;*
- b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;*
- c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.*

4. The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

5. Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- a) tackle prejudice, and*
- b) promote understanding.*

6. Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

7. The relevant protected characteristics are—

- a. *age*;
- b. *disability*;
- c. *gender reassignment*;
- d. *pregnancy and maternity*;
- e. *race*;
- f. *religion or belief*;
- g. *sex*;
- h. *sexual orientation*.

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where a public authority has fewer than 150 employees. This means that for the great majority of schools, only pupil-related data will need to be published. Schools are not required to collect any statistical data which they do not already collect routinely.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We realise the uniqueness of everyone and we take pride in the fact that we get to know pupils as individuals. We believe that our school values of **peace, unity and equality** underpin the ethos of our school and recognises that we are an inclusive community of individuals at different starting points.

Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by celebrating the different cultures and viewpoints that are in our school community and learning from each other first hand. Values of kindness, tolerance and respect will be promoted in our pupils through a variety of means including our nurture principles, whole class and individual nurture programmes, and our school code of conduct:

- 1.** Be ready.
- 2.** Be respectful.
- 3.** Be responsible.

A prejudice free environment amongst adults is promoted and sustained through our 'open door' policy of support and collaboration and a willingness to learn from each other. Our systems of recruitment, Performance Management and professional development are fair and transparent.

A staff code of conduct, wellbeing documentation and associated policies, including whistleblowing, detail expectations of a safe and happy working environment for all promoted by the values of respect, honesty, fairness, tolerance, inclusivity, compassion and open-mindedness.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and "calling it out" in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes, these will also be delivered at an **age and stage** appropriate level and with religious reverence and respect.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is committed to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Behaviour logs which detail any incidence of bullying, racial and any other forms of prejudice are kept by all staff. Immediate action is taken. The behaviour logs are analysed and evaluated weekly to spot any trends or patterns. Follow up action is taken to support cohorts or individuals where necessary.

Attainment data for all pupils is analysed and evaluated at regular intervals throughout each year. Leaders look carefully at the attainment of different groups of pupils including gender, those entitled to Pupil Premium (PP), pupils who have English as an Additional Language (EAL) and pupils who have a Special Educational Need or Disability (SEND). Pupil Progress meetings detail actions that are taken to improve the provision and subsequent outcomes. All SEND pupils are supported through a system of regular SEND review meetings which involve parents. This process includes the opportunity for pupil and parent voice to be heard. Pupil and parent questionnaires throughout the academic year give further opportunities for all stakeholders in our community to express views on different aspects of the school.

Pupils are supported in school by the same staff in class and at social times. This provides consistency of approach and children know who to go to for reporting a concern. Champions of

Change are appointed in each class to represent views of all children. A 'Worry box' in each classroom gives pupils the opportunity to share any concerns.

Through our RSHE curriculum, assemblies and many informal conversations our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

We regularly review our curriculum and take account of pupil, staff and parental feedback which informs our self-evaluation processes

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance will the school's various policies relating to equality.

No redundancy will be as a result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Public authorities listed in schedule 1 and 2 of the Equality Act 2010 (Specific duties) Regulations 2011 (the specific duties) must:

- Prepare and publish one or more objectives they think they should achieve to do any of the things mentioned in the aims of the general equality duty. Objectives have to be published every 4 years.
- Ensure that the objectives are specific and measurable.
- Publish the objectives in a manner that they are accessible to the public.

Part A- Information which demonstrates how we are complying with the Public Sector Equality Duty for our pupils and our people (*Annual review of information*)

Date last reviewed: July 2024

Age
<ul style="list-style-type: none"> • Whole school transition days are in place to support all pupils moving up year groups. • Children of all ages participate in the whole school council making decisions based on our school values • The transition portal is in place to support all pupils moving into Y7. • Additional transition is in place to support transition of our year 6 pupils (aged 10 and 11) to prepare for secondary education. • Nurture intervention is offered to pupils to support their SEMH needs. • Adults working in school range from their twenties to their sixties and we value the life experience and differing viewpoints on life that comes with different generations of staff.
Disability
<ul style="list-style-type: none"> • To support the needs of pupils with Autism, the school staff have all had training in supporting pupil's needs. • The school is accessible for pupils, parents, and carers (see accessibility policy) • To support the needs of pupils with Autism and ADHD, we provide adjustments such as alternative timetables, movement breaks, headphones, fiddle toys, visual timetables. • We have children on roll with Educational Health Care Plans. • Educational Health Care Plans for children with medical needs written by SENCo and reviewed annually or as needs arise. • We work closely with external agencies to ensure all children's needs are supported effectively (see SEND policy).
Gender re-assignment
<ul style="list-style-type: none"> • As part of our KS2 curriculum, children are taught about respecting similarities and differences, discussing differences sensitively and recognising prejudice and discrimination.
Marriage and Civil Partnership
<ul style="list-style-type: none"> • Through our PSHE curriculum, children are taught about what a family is and the different ways that this might look. • As part of our KS2 curriculum Year 6 pupils have an opportunity to learn about marriage and civil partnerships. • As part of home-school communication we use the term "parent/carer" and refer to "families"
Pregnancy & Maternity

- Staff are supported through risk assessments and additional advice or support from HR where needed.
- There are opportunities for adjustments such as reduction in the time standing and removal of physical tasks such as teaching PE and playground duty.
- Keep in touch days are offered to all staff on maternity/paternity.
- On return from maternity leave staff have opportunities to adjust their working patterns through flexible working requests.

Race

- Throughout the school we have increased the diversity of texts used across the curriculum
- Class Dojo is able to translate into all languages spoken. This is used by a small number of parents/carers.
- The school rule of being respectful is taught so that children value differences and opinions in people, culture and communities.
- British Value of tolerance and respect is taught consistently throughout the school.
- Pupils who are new arrivals from overseas are supported through multi lingual resources.
- Teachers receive training in supporting the needs of EAL learners, and the school have purchased Flash Academy to support EAL learners.
- We have strong links with HEART to support with making sure International New Arrivals have the very best induction and support.

Religion or Belief

- RE is a core subject.
- School follows the agreed syllabus for Religious Education which is taught explicitly once a week to children of all ages.
- Pupils visit contrasting places of worship e.g. synagogue and mosque during their RE curriculum.
- Pupil voice is collected regularly to inform future planning of Religious Education.
- All staff have training on extreme issues and annual Prevent training.
- Celebration of different faiths and events in whole school assemblies.

Sex

- Careers education remove stereotypical stigmas attached to roles.
- All extra-curricular activities are inclusive to all.
- We have set-up a specific girl's football club in KS2 to broaden their enrichment opportunities, this has been promoted in whole school assembly.
- Sanitary provision in school for menstruation including spare products where needed. Open discussion with pupils through curriculum.
- Communication is maintained with parents when questions or worries arise.
- Respectful relations are well embedded at all levels within the school and wider community
- All staff have undertaken training to help them identify and challenge child on child abuse. Staff have reviewed 'what if' scenarios and modelled how they would support children in responding appropriately and safely.

Sexual Orientation

- Children explore and learn about similarities and difference in families.
- Pastoral support given to pupils and families for children showing emerging feelings and questions around gender and orientation
- Year 6 children take part in identity lessons as part of their PSHE curriculum
- Inappropriate language aimed at the LGBTQ+ community is always tackled and followed up. There is a zero tolerance policy and it is reported on CPOMS.
- Year 5 and 6 have had discussions through delivery of PSHE units support understanding and promoting understanding, and equality and challenging stereotypes

Part B- Statistical data (annual review of data)

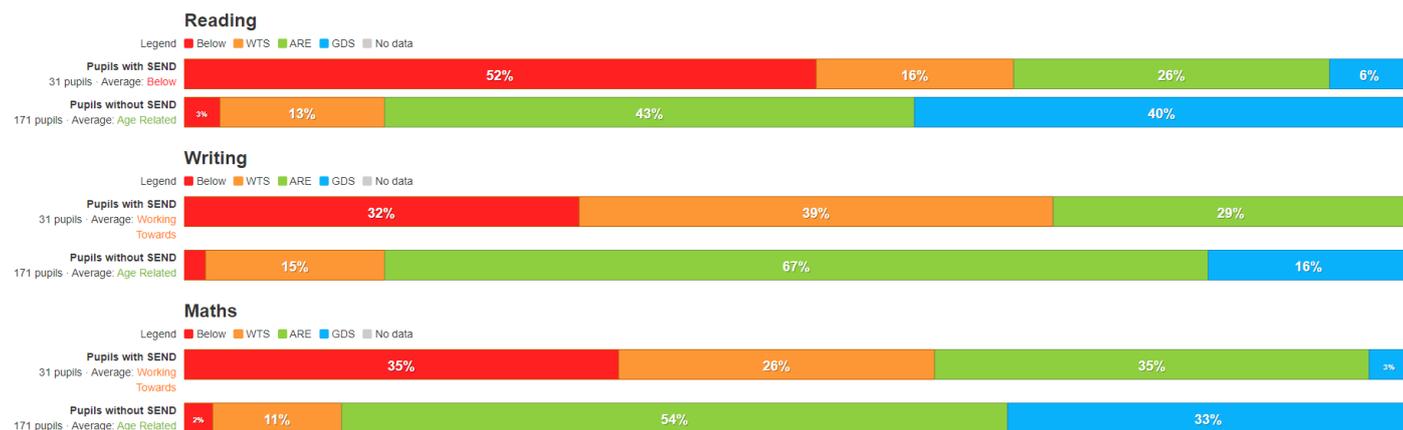
Date last reviewed: July 2024

Cohort profile 2023-2024

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Year 3	53	19	34	6	24	20	7	1	4.8%
Year 4	46	24	22	5	16	14	6	0	5.0%
Year 5	56	31	25	9	20	26	4	4	6.3%
Year 6	51	20	31	4	22	21	9	2	5.8%

SEND and non-SEND information

*achievement *attendance *exclusions



Whole School Attendance	94.4%
SEND Attendance	91.6%
Non SEND Attendance	94.9%
Whole School Exclusions	0.15%
SEND Exclusions	0.15%
Non-SEND Exclusions	0.00%

Boys and Girls

*achievement *attendance *exclusions

Reading

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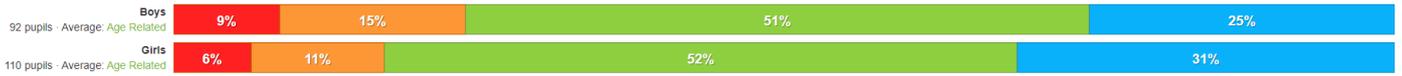
Writing

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Maths

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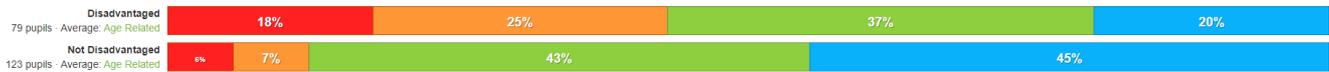
Whole School Attendance	94.4%
Boys Attendance	93.7%
Girls Attendance	95.0%
Whole School Exclusions	0.15%
Boys Exclusions	0.15%
Girls Exclusions	0.00%

Disadvantaged and non-disadvantaged

*achievement *attendance *exclusions

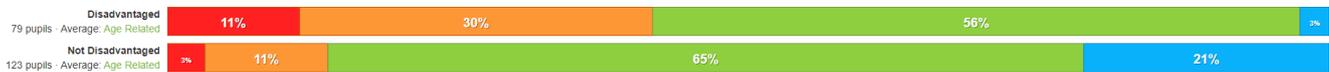
Reading

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Writing

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Maths

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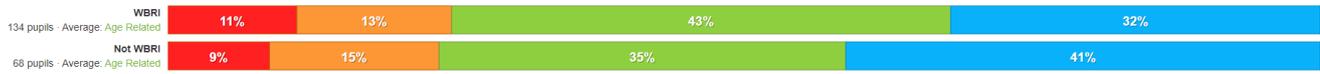
Whole School Attendance	94.4%
Disadvantaged Attendance	91.4%
Non-disadvantaged Attendance	96.3%
Whole School Exclusions	0.15%
Disadvantaged Exclusions	0.15%
Non-disadvantaged Exclusions	0.00%

White British and other groups

*achievement *attendance *exclusions

Reading

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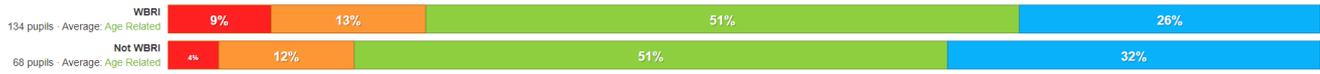
Writing

Legend ■ Below ■ WTS ■ ARE ■ GDS ■ No data



Maths

Legend ■ Below ■ WTS ■ ARE ■ GDS ■ No data



Whole School Attendance	94.4%
White British Attendance	93.9%
Other Groups Attendance	95.7%
Whole School Exclusions	0.15%
White British Exclusions	0.15%
Other Groups Exclusions	0.00%

Part C- Equality Objectives

Equality Objectives September 2024 - July 2025

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and demographic. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Target	Strategies	Outcomes	Timeline
<p>1. To close the gap between performance of all pupils (across all groups) in the school and pupils nationally</p>	<ul style="list-style-type: none"> • To embed teaching and learning guidelines to ensure at least good teaching throughout the school • To embed assessment procedures to ensure robust tracking • To hold challenging pupil progress meetings to ensure all pupils are making good progress relative to their starting points • To develop specific and targeted interventions to close the gap for identified pupils. 	<p>Pupil achieve in line with their peers nationally</p>	<p>Monitoring from September via PPMs</p>
<p>2. To reduce prejudice and increase understanding of equality through direct teaching across the curriculum and promote understanding and respect for differences</p>	<ul style="list-style-type: none"> • Diverse and representative curriculum model • New comprehensive PHSE and RHE curriculum • Implement a Representation, Equality and Diversity Framework to regularly and robustly review key areas of school • Use whole school assemblies as an 	<p>Children will talk about other differences with respect and tolerance. Outcomes in RE and PHSE will</p>	<p>September 2024 – ongoing. (Reviewed termly)</p>

	<p>opportunity to celebrate festivals of a range of cultures and countries</p> <ul style="list-style-type: none"> • Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures • Assembly offer linked to British values. 	<p>reflect the teaching. Curriculum offer is representative, equal and diverse.</p>	
<p>3. To promote cultural understanding and awareness of all religious beliefs between different ethnic groups within our school community.</p>	<ul style="list-style-type: none"> • Visits to places of worship • Links with schools of other faiths • 	<p>Pupil perceptions will show that children respect different faiths and cultures.</p> <p>Children participate in assembly discussions showing curiosity and respect.</p> <p>Teachers plans demonstrate RE scheme is being covered across all year groups</p>	<p>RED Framework September 2024. Review July 2025.</p>