



Locks Heath Junior School

Leadership and Management Policies

4.7 Equalities Information and Objectives and Accessibility Plan

November 24

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| Signed on Behalf of the governing body | Name | Date |
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| 02 | 1/12/24 | 2024 review | NF | FGB |
| List of changes to previous revision | | | | |
| | | | | |

The Law

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

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it, (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).
- Foster good relations between people who share a protected characteristic and people who do not share it.

Under the Education and Inspections Act 2006, schools are expected to promote and contribute to community cohesion.

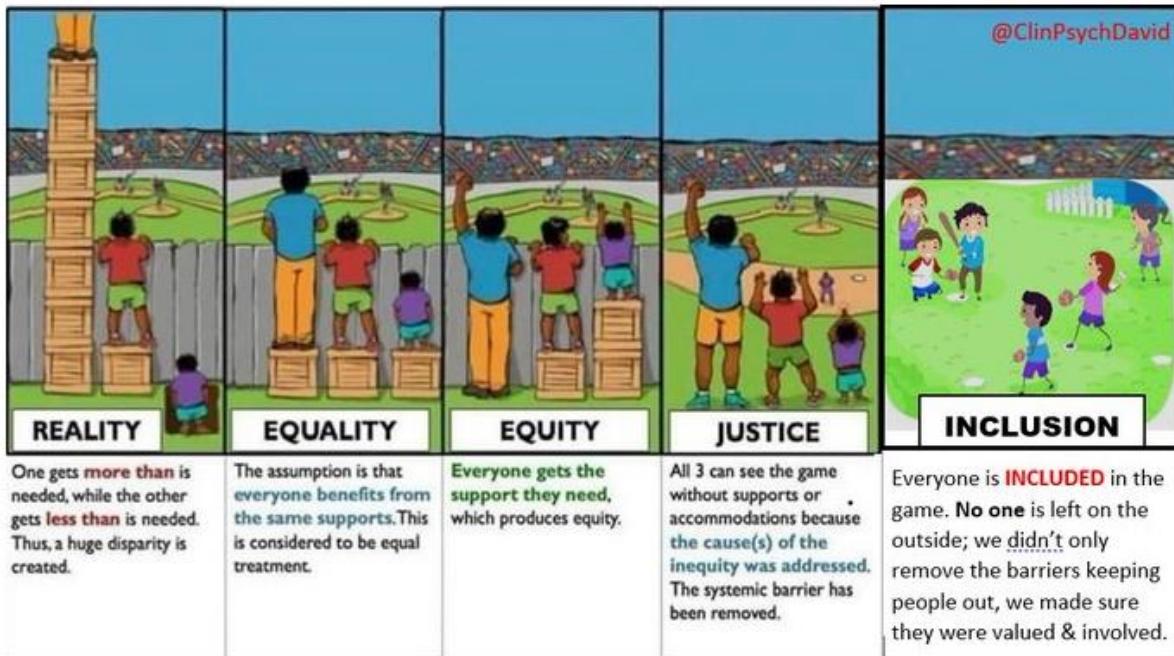
At Locks Heath Junior School we:

- Strive towards a vision that is underpinned by our commitment to ensuring the best outcomes for **all** pupils;
- Try to ensure that **everyone** is treated fairly and respectfully;
- Aim for **all** children to enjoy learning and embrace challenges;
- Ensure that the school is a safe and secure place for **everyone**;
- Recognise that people have different needs and understand that treating people equally does not always mean they will be treated the same;
- Recognise that some pupils need extra support to help them achieve and become successful;
- Aim to ensure that no-one experiences less favourable treatment or discrimination because of: age, disability, gender, gender identity, ethnicity or national origin, being pregnant or having recently had a baby, their religious belief, sexual identity and orientation;
- Endeavour to consult widely.

As part of this we will update information on our website annually with:

- regards to our school population
- how we have due regard for equality
- how we promote community cohesion
- our annual objectives (for current year) for addressing any inequalities.
- the impact of initiatives against the previous year's objectives

The following cartoon is useful in exemplifying the approach we take at Locks Heath Junior School:



Part 1: Information about the pupil population

As of October 2024, our number on roll at Locks Heath Junior School was 436. 235 boys and 236 girls.

Information on Protected Characteristics:

Disability

The Equalities act defines disability as when a person has a physical or mental impairment which has substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

There are pupils and staff in Locks Heath Junior School that have different disabilities and these include:

- Hearing Impairment
- Visual Impairment
- Speech, Language and Communication Need
- Autism
- Social and Emotional needs
- Physical Impairment
- Cognitive Impairment

11 children have an Education and Health Care Plan. 61 children (14%) are on the special needs register.

Ethnicity

The pupils at Locks Heath Junior School are predominantly White British. Other ethnicities of children at Locks Heath Junior School include:

- Chinese
- White and Black African
- Black Caribbean
- Black African
- White and Asian
- White and Black Caribbean
- Gypsy/Roma
- Any other mixed background

Religion and Belief

Approximately 55% of the school population is Christian (Anglican and Roman Catholic). Approximately 44% have no religion and the remainder are Muslim, Hindu and Buddhist.

English as an Additional Language

We currently have 27 children who have informed us that English is an additional Language (6.1%). The additional languages spoken by children currently on roll are listed below:

- Afrikaans
- Bulgarian
- Estonian
- Finnish
- German
- Hebrew
- Hungarian
- Lithuanian
- Malayalam
- Polish
- Romanian
- Russian
- Slovak
- Turkish
- Ukrainian

Service Children

We currently have 14 service children.

Looked After Children

We currently have 0 Looked after Children.

Post – Looked After Children

We currently have 1 child who is post-looked after.

Low Income Families

39 children are currently in receipt of Free school Meals.

Other vulnerable Groups

The school monitors a number of other vulnerable pupils through CPOMS.

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are developing strategies and activities to address some of these challenges and details are provided in Part 3 below. We have also set equality objectives (see Part 5 of this document).

- Ensuring disadvantaged children (FSM and EVER6) make similar rates of progress to all children.
- Adjusting to the changing demographic specifically increased numbers of SEND
- Our staff is predominantly white and female.
- The locality from which the school draws is predominantly of White British heritage.

Part 3: How we have due regard for equality

The information here aims to show that we give careful consideration to equality issues in everything we do in school.

- We provide a curriculum provision that is engaging, memorable, and skills skills-based. Within the curriculum the children experience rich opportunities that contribute to pupil's spiritual, moral, social and cultural development and develop reasoning;
- We follow the Jigsaw Programme for PHSE which is consistent with equalities agendas.
- We adhere to policies including: SEN, anti-bullying; Behaviour and Child protection that uphold the values expressed in our equalities objectives;
- We have an accessibility plan to improve accessibility for disabled pupils;
- Pupil progress meetings are concerned with accelerating the progress of all pupils, with a strong focus on disadvantaged children.

SEND

Specifically, how do we advance equality of opportunity for SEND pupils:

- We have an ethos of inclusion within the school.
- We ensure all staff deliver teaching that reflects our inclusive ethos.
- We set challenging targets to ensure our SEND children make good progress,
- We assess the attainment and progress of individual pupils summatively and formatively at 4 milestone points annually and plan interventions and strategies to facilitate accelerated learning.
- At the 3 Milestone points we review the progress and attainment of groups of children, making comparisons to all children within a cohort and all children nationally.
- We have developed SEND expertise within the school (Qualified SENCo, fully trained ELSA, Experienced Keyworkers who support children with Autism and SEMH needs.)
- We provide on-going good quality training to staff in matters of SEND.
- We have strong links with professionals and experts from the local authority and external agencies.
- There is a designated governor for SEND.
- We provide positive links with parents of SEND children
- We hold annual reviews for children who have EHCP
- Flexible and adaptive approach to supporting children with SEND (Nest provision)

Specifically, how do we foster good relations and promote community cohesion with regards to SEND.

- We welcome all pupils and parents
- We liaise with special schools in the county regarding effective provision
- We provide both formal and informal opportunities to meet with parents
- We enable all children to learn about the experiences of disabled people and people with special educational needs, including discriminatory attitudes sometimes experienced. We do this through assemblies, specific awareness sessions and through Jigsaw PHSE lessons
- We ensure our curriculum and resources we use provide positive images of people with SEND.
- We tackle prejudice and incidents such as bullying based on prejudice.
- We provide bespoke reports on children's progress to parents of SEND children.

What has been the impact of our work to date to tackle SEND equality issues?

- Significantly more children with SEND are being identified and earlier.
 - The progress pupils with SEND make is improving.
- Incidents of bullying linked to a disability are rare.
- We have positive links with parents, which in turn has a positive impact on measurable outcomes for pupils with SEND
 - Parents of children with SEND are aware of the progress their child is making and able to make informed choices with regards to their next stage of education.
 - Over time children with SEMH and Autism reduce the number of challenging behaviours they display, including those resulting in inclusion.

What will we do next to tackle SEND equality issues?

We will improve the progress of SEND children so that more children catch up with their peers. We will achieve this by:

- Identifying SEND children prior to arrival at LHJS by liaising more closely with the infant school.
- Helping the SENDCO at LHIS identify when referrals to outside agencies and/or EHCP applications might be useful in the long-term and providing support with those processes.

Ethnicity, Race, Religion and EAL

Specifically, how do we advance equality of opportunity with reference to Ethnicity, Race, Religion and English as an Additional Language

- We have an ethos of inclusion within the school.
- We ensure all staff deliver teaching that reflects our inclusive ethos.
- We set challenging targets to ensure our children make good progress (EAL children fully integrated and work alongside most able children)
- We have strong links with professionals and experts from the local authority and external agencies (RADE, EMTAS)
- We provide positive links with parents.
- We assess the attainment and progress of individual pupils 3 x per year and plan interventions and strategies to facilitate accelerated learning.
- We review the progress and attainment of groups of children, making comparisons to all children within a cohort and all children nationally.

Specifically, how do we foster good relations and promote community cohesion with regards to Ethnicity, Religion, Race and English as an Additional Language

- We welcome all pupils and parents
- We provide both formal and informal opportunities to meet with parents
- We promote the spiritual, moral, cultural and social development through providing a rich and stimulating curriculum. SMSC provision is carefully audited.
- We provide a high quality, multi-faith RE curriculum.
- Our assembly programme includes celebrations of diversity and living in multi-cultural Britain and a recognition of celebrations and festivals from a variety of religions. Others challenge racist attitudes and stereotypes.
- We ensure our curriculum and resources we use provide positive images of ethnicity and race.
- Our Jigsaw PHSE programme deals specifically with racism as a type of bullying.
- We tackle and record racist incidents in line with our policy.
- We engage with the Local Authority's RADE Centre (Race and Diversity Education); using their expertise to train our staff and using their resources to supplement our own.
- We refer children to EMTAS where this is appropriate and engage with support this agency provides.

What has been the impact of our work to date to tackle issues concerning Ethnicity, Religion, Race and English as an Additional Language?

- Our groups of pupils with protected characteristics progress in line with and have comparable attainment to all children in their cohorts.
- Children have an increased awareness that racism is a type of bullying, challenge and report it when it occurs.
- Racist Incidents are rare.

What will we do next to tackle issues relating to ethnicity, race, religion and English as an additional language?

We will seek further opportunities to celebrate cultural diversity through our curriculum. We will achieve this by:

- Review and 'tweak' our new topic-based curriculum.
- Celebrate the diversity of our community through assemblies and homework.

GENDER

Specifically, how do we advance equality of opportunity according to gender?

- We assess the attainment and progress of individual pupils 3 x per year and plan interventions and strategies to facilitate accelerated learning.
- We review the progress and attainment of children, by gender, making comparisons to all children within a cohort and all children nationally.
- Assemblies promote positive images of women in STEM subject careers.
- English Lessons are planned to be motivating and engaging to boys.

Specifically, how do we foster good relations and promote community cohesion with regards to gender?

- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We ensure the inclusion of positive, non-stereo-typical images of women and men, girls and boys across the curriculum.
- We encourage visitors to the school who would provide positive non-stereotypical role models to girls and boys.

What has been the impact of our work to date to tackle issues concerning gender?

- The gap between girl's progress and boy's progress in Mathematics has narrowed.
- The gap between boy's progress and girl's progress in writing has narrowed.
- We now have 2 male teachers and one male LSA/Keyworker. 1 Male admin assistant. 2 Male Site staff.

What will we do next to tackle issues relating to gender?

- We will continue to promote STEM subjects and Sports to girls by sharing positive role models

SEXUAL ORIENTATION

Specifically, how do we foster good relations and promote community cohesion with regards to sexual orientation?

- We adopt the Jigsaw PHSE programme, through which we encourage pupils to develop an understanding of a variety of relationships and families.
- We ensure the inclusion of positive images showing different relationships and families in our curriculum and assembly material.
- We directly and robustly tackle homophobic bullying.

What will we do next to tackle issues relating to sexual orientation?

- We will train staff to support any pupil who is questioning their sexuality.

GENDER REASSIGNMENT

Specifically, how do we advance equality of opportunity according to gender reassignment?

- We deal sensitively with the needs of all children when considering participation in sporting events and residential trips, so that no child is disadvantaged.

Specifically, how do we foster good relations and promote community cohesion with regards to gender reassignment?

- We follow the Jigsaw programme for PHSE, which provided opportunities for discussion on topics such as identity. Gender identity will form part of discussions.
- We make use of books such as 'The boy in the dress,' within English lessons.

- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We ensure the inclusion of positive, non-stereo-typical images of women and men, girls and boys across the curriculum.
 - We have re-designated a year 3 toilet as unisex.
 - Our uniform policy is gender neutral.
 - We refer to some toilets as accessible toilets, to provide a unisex option for adults and children to use.

What will we do next to tackle issues relating to gender reassignment?

- When the Year 6 toilets are refurbished (no date currently set) we will seek to ensure that these are gender neutral.
- We will train staff to support any pupil who is questioning their gender identity but we will do this sensitively paying heed to parental preferences.

Part 4: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers and the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Parent and pupil questionnaires
- Staff meetings and performance management meetings
- Website
- Newsletters and Information letters
- Workshops and Open activities
- School Council

Part 5: Our Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantage.

We regularly review the progress we are making to meet our equality objectives.

2024-2025

| Equality Objective | Impact |
|--|--------|
| To increase the percentage of PP children achieving ARE+ in Maths in end of Key stage tests to between 66% and 71% | |

2023-2024

| Equality Objective | Impact |
|---|---|
| To reduce the gap in attendance for PP children against all children at LHJS(Gap Oct 23 4%). | Gap has reduced to 2.3% |
| To reduce the Gap in attendance for SEND children against all children at Locks Heath Junior School (Gap Oct 23 - 2.9%) | Gap has reduced to 2.67% |
| To reduce the gap in FSM children attaining ARE in Reading and Maths against all children at LHJS | The gap has been virtually eliminated in reading (1.3%). In maths this has reduced to 9.4%. |

2022-2023

| Equality Objective | Impact |
|---|--|
| To ensure that gaps that opened up during the pandemic between Disadvantaged children (SEND/FSM) and all children reduce. | With regards to our Year 6 cohort in 2023, gaps for SEND children reduced but they remained high for FSM children. The gaps beginning to reduce lower down the school. |
| To raise awareness with regards to Gender re-assignment | Staff are increasingly aware and referring children for ELSA support as appropriate. |
| To ensure children questioning their sexuality are fully supported. | |

