

Policy Name	Equality information and objectives policy
Approved by	Chair of the Governing Body
Date of Approval	19.10.26
Date of Next Review	Autumn 2027
Review Cycle	Annual
Type of Policy	Statutory
Policy Owner	Headteacher
Policy Published on School Website	Yes
This Policy should be read in conjunction with	Education Act 2002 guidance for schools on complaints procedures BFfC Acceptable Behaviour for Parents and Carers

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1. Aims

At Geoffrey Field Junior School, we are committed to promoting equality, celebrating diversity and ensuring that everyone in our school community is treated with dignity and respect. We view this not only as a **legal duty under the Equality Act 2010** but also as a **moral responsibility** that underpins our ethos, values, and daily practice.

We want every pupil, parent, carer, staff member and visitor to feel welcome, included and able to thrive.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
    - ➢ Age
    - ➢ Disability
    - ➢ Gender reassignment
    - ➢ Marriage or civil partnership
    - ➢ Pregnancy and maternity
    - ➢ Race
    - ➢ Religion or belief
    - ➢ Sex
    - ➢ Sexual orientation

Our school is committed to equality for our whole school community. We recognise that people have different needs and understanding that treating people equally does not always mean treating them all exactly the same. Instead, we focus on barriers that could lead to unequal outcomes for different groups within our school and what we can actively do as a school to overcome these. Our school aims to promote

respect for difference and diversity in accordance with our values.











2. 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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

3. Roles and Responsibilities

The governing board 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 headteacher

The equality link governor is Liz Kenrick. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating Discrimination

Our ethos is one of inclusion. Geoffrey Field Junior School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. We recognise that we are a multicultural school and we embrace the diversity that this brings. At GFJS we:

- Value and treat equally everyone regardless of their race, gender, disability, religion/belief, sexual orientation or age
- Celebrate our multicultural make up – we have an annual languages day celebration and pupils from different religions or nationalities act as 'experts' in assemblies, PSHE and RE lessons
- Take seriously any incidents of discrimination or bullying and work with both the pupils and parents to ensure that there are no further incidents and to support those targeted
- Tilt the curriculum in response to any emerging issues so that these can be fully explored with pupils and to support them to develop greater awareness and appreciation of differences
- Assess the needs of individuals (pupils and staff) with disabilities or changes of circumstances and make adaptations to support them
- Are an equal opportunities employer and ensure that no applicant or employee receives less favourable treatment on the grounds of race, gender, disability, religion/belief, sexual orientation, marital status or age
- 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.
- The head teacher and chair of governors regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, Geoffrrey Field aims to advance equality of opportunity by:

- Continually adapt the curriculum and teaching to ensure it meets the needs, abilities and learning styles of all pupils
- Following our school context specific Localised Curriculum, this has been written to specifically address the barriers for children in our setting and how we help minimise or overcome these
- 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
- 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)
- Analyse and evaluate the attainment and progress that different pupil groups are making in order to take action if any group is doing less well than their peers
- Provide targeted support to vulnerable and disadvantaged pupils

- Provide auxiliary aids or adapted resources which relate to specific SEND needs
- Involve parents and pupils in the decision making about provision and targets for SEND Pupils
- Ensure there is adequate access to the physical environment, including for pupils with medical or physical SEND
- Ensure that all pupils are able to take part in extra-curricular activities and school visits, using careful monitoring of the uptake of different groups to ensure that no one is disadvantaged.
- Provide additional support to learn English for pupils with English as an additional language (EAL)
- Provide an enriching curriculum that is full of opportunities to expand our pupils' experiences while they are with us.

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



6. Fostering Good Relations

The ethos and atmosphere across the school encourages consideration and respect for each other. In addition, we proactively develop our pupils' awareness of others' differences and needs and the part that they can play in supporting others and being a good citizen.

- Our school values of kindness, respect, responsibility and resilience underpin the ethos of the school.
- We aim to prepare our pupils for life in a diverse society and ensure that that our curriculum promotes the spiritual, moral, social and cultural development of our pupils
- We promote 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

- Our PSHE curriculum develops pupils' understanding of friendships, relationships, tolerance and respect for others and the impact that stereotyping, prejudice and discrimination can have on individuals and groups of people
- Through Oracy (Voice 21), we provide opportunities for pupils to listen to a range of opinions, discuss and to empathise with different experiences
- Our RE curriculum develops understanding of a range of cultures and religions.
- Making pupils aware of our behaviour curriculum and anti-bullying policies through explicit teaching and day-to-day teaching and reflections
- We have whole school assembly themes related to our school values and British Values. These are subsequently built on in area assemblies, giving pupils the chance to explore themes in depth and addressing any relevant issues that have arisen in the school or in the news.
- 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 our own programme of enrichment beyond the classroom, which empowers our pupils to play a role in wider school life, take on additional responsibilities within school and make links with and a contribution to the wider community.
- We actively engage with others with specialist knowledge that will support us with developing pupils' awareness and provide opportunities for them to work with pupils in assemblies and as part of the curriculum. These include external providers such as RE Inspired (specialist RE workshops)
- 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.



7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

Our consideration of the Equality objectives is in place whenever a risk assessment for school trips and activities is completed.

8. Equality objectives

Geoffrey Field Junior School has a committed approach to diversity, equity and inclusion, whereby all pupils', staff and governors are supported to feel safe and included whilst at this school. We will take the required steps to identify all areas of diversity within our school and ensure that there is an equitable approach that leads to a sense of belonging for all.

<table>
<tr><th>Objectives Identified</th><th>Why?</th><th>Strategies for success</th><th>Links to plans and policies</th></tr>
<tr><td>Pupil Outcomes- To narrow the gap in achievement for identified pupil groups so that they are in line with national/ like for like schools in R,W,M. (White British Boys, Pupil Premium, SEND)</td><td>Pupils within these specific demographics perform on average more poorly than other school pupils and we have found that where a pupil is in multiple categories, the gap deficit is compounded.</td><td>-Tailored, high quality curriculum that is delivered by all
-Intervention programme
-tracking of pupil groups</td><td>-School Development Plan
-localised curriculum</td></tr>
<tr><td>Progress- to be added to annually.</td><td colspan="3">
<table>
<tr><th>Summer 2026 Attainment Gap to all pupils</th><th>Reading Attainment Gap</th><th>Writing Attainment Gap</th><th>Maths Attainment Gap</th></tr>
<tr><td>White British</td><td>-14%</td><td>-16%</td><td>-12%</td></tr>
<tr><td>White British Boys</td><td>-21%</td><td>-19%</td><td>-14%</td></tr>
<tr><td>White British Disadvantaged Boys</td><td>-33%</td><td>-33%</td><td>-22%</td></tr>
</table>
</td></tr>
<tr><td>Curriculum and Culture- To positively promote all cultures and backgrounds of pupils in the school through our curriculum, resources and assemblies. Ensuring we are celebrating diversity, and promoting respect and</td><td>Geoffrey Field Junior School is culturally very diverse, reflecting the changing demographics of the school context. Over 50% of the school's roll are EAL</td><td>- embedded behvaiour curriculum
- assembly timetable
- EAL support programme
- books to promote empathy and understanding of protected characteristics</td><td>There will be a calm, inclusive environment driven by a consistent, clear and positive behaviour curriculum that promotes high attendance, equality, strong relationships and readiness to learn for all stakeholders.</td></tr>
</table>

inclusion across all protected characteristics.			Link- Governor Strategy Point 2 & 4
Progress- to be added to annually.			
Community and wellbeing- To identify, support and help families in our school community who face social, financial or economic barriers to experiences beyond the curriculum.	In recent years, family needs have increased beyond the needs in the classroom. We have had families reach out for support with food, funding, housing, clothing, holiday activities and more.	-Localised curriculum -School based family worker -Pathways- e.g. food banks -Subsidising trips -Access to school nursing -Employment support -South Reading Family Hub -Working with Aspire2	-Governor Strategy Priority 4 *A rounded, and fully embedded, enrichment offer ensures children leave as responsible, valued and valuable members of society who are able to thrive in school and beyond.*
Progress- to be added to annually.			
Accessibility and Inclusion – Engagement of EAL parents at parental events to ensure our curriculum offer is accessible to all.	GFJS have a high role of EAL pupils and a number of parents that have limited or no English. To ensure a sense of belonging for all, being aware of this is vital for our school community.	-Translated newsletter available -EAL programme of support -Use of external translators -Key information letters translated and sent in home language.	-Accessibility Plan
Progress- to be added to annually.			
Staff Development – Provide training and guidance for staff on equality, diversity and inclusion so that all adults are confident in modelling and promoting good practice.	The role of working in a school has vastly changed with the developing needs of our society. As a staff it is important we are up to date with current guidance to ensure we provide the best provision both in and out of the classroom.	-School development plan- staff training identified and planned for -seeking local training for areas such as racial literacy, protected characteristics etc.	-School Development Plan *Establish calm, predictable and low-stimulus learning environments across the school that minimise sensory barriers, ensuring consistent routines and tailored adjustments that allow neurodivergent and SEND pupils to focus and thrive.* Link- Governor Strategy Point 1, 3 & 4
Progress- to be added to annually.			

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year with the chair of governors.

This document will be reviewed and approved by the full governing body at least every 4 years

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- School Development Plan
- Behaviour Curriculum
- Localised Curriculum

Annual Equality Data Report: Geoffrey Field Junior School (2026-2027)

