Equality information and objectives policy

September 2025

1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 The Drayton Junior School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.

- Produce equality outcomes - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. This will include the following functions:

- Admissions;
- Attendance;
- Achievement;
- Exclusions; and
- Prejudice related incidents.

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any group, we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Policy).

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. The Policy

2.1 Drayton Junior School's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

3. Our Ethos

–"In whatever you do, don't let selfishness or pride be your guide. Don't be interested only in your own life, but care about the lives of others too" - Philippians 2:3-4

Cherishing each individual

Aiming for everyone to flourish

Relationships rooted in care and respect

Embracing collaboration and compassion

At Drayton CE VC Junior School, we are committed to fostering a community rooted in humility and respect. Guided by the principle of honouring others, as well as ourselves, we strive to cultivate an environment where everyone flourishes. We encourage our learners to care for one another, embracing collaboration and compassion in all they do. Together, we aim to create a supportive and inclusive atmosphere that nurtures not only academic excellence but also the spiritual, moral, and cultural development of every individual.

4. Addressing Prejudice Related Incidents

4.1 Drayton Junior School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them in line with Local Authority guidance.

4.2 Drayton Junior School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

(a) increasing the extent to which disabled pupils can participate in the curriculum;
(b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided; and
(c) improving the availability of accessible information to disabled pupils.

4.3 The school's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

5. Responsibility

6.1 We believe that promoting equality is a whole school responsibility.

6.2 How does the Drayton Junior School eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The school does this by measures that include:

(a) for pupils - implementation of policies which promote equal opportunities (including equality, special needs, behaviour, and anti-bullying);
(b) for staff - recruitment and selection, pay and sickness/absence management policy;
(c) Collective worship, PSHE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
(d) employing staff to support pupils with higher level special needs or disabilities,
(e) monitoring of welfare, with intervention and support where required;
(f) taking steps to meet the needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Governing Body	Involving and engaging the whole community in identifying and understanding equality barriers and in the setting of objectives to address these. Aiming for a governing body that represents all members of the community as well as providing the skills

	needed.
Headteacher	As above including: Promoting key messages to staff, parents, and pupils about equality and what is expected of them and can be expected from them. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the headteacher as above. To model equality of opportunity and embed an ethos of good relations.
Teaching Staff	Delivering the right outcomes for pupils and understand the barriers to learning which exist for vulnerable groups in their classrooms. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated without discrimination. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated without discrimination. Ensure that you are aware of your responsibility to record and report prejudice related incidents.

6. Equality objectives

While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, Drayton Junior School has established the following objectives for the period 2025-2029:

Objective	Approach	Measure
To closely monitor the achievement of all vulnerable groups and take timely actions	• All pupils are assessed, monitored, and tracked half termly using Pupil asset tracking system. • Gaps in achievement, both as a class and individually, are monitored and addressed through whole class teaching or small group intervention. • Where intervention groups are being used their impact is accessed and communicated to the class teacher	• Half termly tracking in place and evidence in books, lesson observations and drop ins shows that gaps are being addressed • Every child eligible for PP is tracked as to provision received and impact • All class teachers have a clear understanding of PP children in their class and what actions need to be taken in order to secure improved outcomes
Use summative data to understand how achievement for all groups compares to national picture and in- school parity	• All children to complete summative assessments termly • Data form these tests to be broken down into groups and comparisons made	• The school has a clear understanding of any groups within the school or year groups which are not making expected progress • The School Improvement & Development Plan shows strategies to be taken in order to accelerate the closing of gaps so there is greater parity both within school and with the national picture.

To support parents to take an active part in their child's education & at school	• Senco information sessions, informal with refreshments • Maths and Reading cafes • Direct contact with parents following any missed parent consultations • PE funding used for events specifically aimed at SEND children which parents are encouraged to attend	• Parent feedback form sessions is positive • Parent survey shows high percentage of parents feel that the school helps them to support their child's learning.
To take action against any homophobic, biphobic and transphobic behaviour	• Staff training and advice to ensure all staff have the right skills to deal with incidents of homophobic language/bullying and feel confident in challenging discrimination	• Children and staff reporting cases of bullying or prejudice based incidents using central log • Evidence of explicit training for LGBT bullying/issues.