



# **Paulton Junior School Equality Policy**

**Reviewed: June 2025**  
**Next Review: June 2026**

## 1. 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, 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 aims to promote respect for difference and diversity in accordance with our values

- **Respect**
- **Responsibility**
- **Resilience**
- **Resourcefulness**
- **Reflective**
- **Reasoning**

## 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
- Governors will monitor the objectives and the school aims in their school visits and report their observations when required

The equality link governor is the Chair of Governors and will:

- Be updated by the designated member of staff for equality 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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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

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 information on the Equality Act as part of their induction, and all staff receive updates and any training when required.

## 5. Advancing equality of opportunity

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
- 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)

## 6. 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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 eg SARI and B&NES. The school have joined the B&NES Race Charter and have pledged their commitment to the Equality Charter for schools.

## 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

## 8. Equality objectives

The Equality Act 2010 sets out that all public bodies will publish equalities objectives every four years. This document identifies the equalities objectives that we have chosen to focus on over the next four years, from 2025 to 2030, to improve equality, diversity and inclusion at Paulton Junior School. We recognise our broad responsibilities as both an employer and as a provider of a service to members of the public and will endeavour to make sure that these targets are met.

### Equality Objectives 2025- 2030

Equality Objective	Protected Characteristic	Success Criteria
To undertake monitoring and analysis of data in regards to race, disability and gender to track outcomes.	Race, Gender and Disability	Patterns will be tracked and interventions will be used to ensure any gaps of attainment are diminished.
To ensure the curriculum promotes and uses role models and representations for the school's changing diversity. <a href="#">LINKS TO RACE CHARTER</a>	Race	All pupils will feel valued, seen and feel part of our school community. Pupils will develop tolerance, respect for others and acceptance of differences.
To increase progress for SEND pupils across the school.	Disability	By 2029, the gap in progress between children with SEND and other children will be significantly diminished.
To ensure the environment reflects the diversity within the school.  <a href="#">LINKS TO RACE CHARTER</a>	Race, gender and disability.	Displays, flipcharts and resources will include representations from the school's diverse make up. The school will participate in National Awareness Days e.g. Show Racism the Red Card, Anti-bullying Week. Hold bi-annually Language Days and work alongside groups such as SARI. This will enable children to develop their acceptance and tolerance of others.
To ensure there are high expectations for all learners throughout out the school by providing access to learn, e.g. through adaptive teaching.	All learners	High aspirations with the support of scaffolds, intervention and adaptive teaching will ensure all can make progress and achieve.
To encourage girls to consider nonstereotyped career options through wider opportunities (within STEM areas).	Gender	The school will offer STEM focus days, will aim to ensure visitors to the school are aspirational and challenge stereotypes. Also, that PSHE, resources, books and assemblies offer opportunities to providing STEM role models.
To support EAL families with accessing information from school.	Race and Ethnicity	EAL families will feel part of the community and will be supported when having to communicate with the school or locate information. We are committed to providing services that are accessible to everyone. We will always do whatever we can to make sure different needs are met.  <a href="#">PART OF RACE CHARTER AUDIT</a>

## 9. Monitoring arrangements

The governing body and headteacher will review and update the equality information we publish, described in sections 4 to 7 above.

**School-specific equality objectives will be reviewed by the governing board, SLT and head teacher at least every 4 years.**

This document will be approved by the board of Governors.

## 10. Links with other policies and documents

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- SDP
- Behaviour policy
- Race Charter