Norwood Green Junior School

Equality Information and Objectives Policy

Policy ratified by the GB: February 2026

Policy to be Reviewed: February 2027

Contents

Aims 3
Legislation and guidance 3
Roles and responsibilities 4
Eliminating discrimination 4
Advancing equality of opportunity 4
Fostering good relations 5
Equality considerations in decision-making 5
Equality objectives 6
Monitoring arrangements 9
Links with other policies 9

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
- Develop a culture of inclusion and diversity where everyone in the school community feel proud of their identity and are able to participate fully in school life.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. These include:
    - Age
    - Disability
    - Gender reassignment
    - Marriage and civil partnership
    - Pregnancy or maternity
    - Race
    - Religion or belief
    - Sex
    - Sexual orientation

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.

This document also complies with our funding agreement and articles of association.

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 headteacher will:

- Implement the policy and ensure procedures are followed.
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff will:

- Be expected to have regard to this document and to work to achieve the objectives
- Deal with incidents of unlawful discrimination and bullying
- Be able to recognize and tackle bias and stereotyping
- Promote equality and good relations between all groups
- Strive to provide images and lesson plans that show positive images of, and are inclusive of, people with a wide range of protected characteristics

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.

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.

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

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 community leaders 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

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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

Equality objectives

Objective 1: To ensure all pupils, particularly those from our diverse ethnic backgrounds, see themselves represented in leadership roles and aspirational career pathways		
Why we have chosen this objective	To achieve this objective, we plan to	Progress we are making towards this objective
An exceptionally high percentage of ethnic minority pupils (98.7%) with Indian (39%), Afghan (19.3%), and Pakistani (13.2%) communities as our largest groups. Our Significant Individuals work has been successful, but this could be extended to career aspirations and leadership.	Develop a wider curriculum week to showcase role models from diverse backgrounds Invite speakers from your parent community representing different career paths Ensure pupil leadership roles (school council, sports captains, eco-warriors, etc.) reflect the diversity of your school population Create mentoring opportunities linking older pupils with younger pupils from similar backgrounds Display visual representations of diverse leaders throughout the school environment Include lessons on challenging stereotypes about which careers are 'for' certain groups in wider curriculum weeks.	

Objective 2 : To embed oracy skills across the curriculum, ensuring all pupils (particularly EAL, SEND, and Deaf pupils) can articulate their views, advocate for their rights, and participate fully in democratic processes		
Why we have chosen this objective	To achieve this objective, we plan to	Progress we are making towards this objective

89% EAL pupils, 27.7% SEND pupils, including 8 Deaf pupils. We've begun the Voice 21 Oracy programme. Equalities Information Report and Object… Strong oracy skills are essential for these groups to access the curriculum and advocate for themselves.	Continue and expand Voice 21 Oracy programme across all year groups Embed oracy skills progression into all curriculum planning Provide CPD for all staff on oracy teaching strategies, including specific strategies for EAL, SEND, and Deaf pupils Ensure signing is used consistently to support Deaf pupils' oracy development Create regular opportunities for structured talk in all lessons (talk partners, debate, presentations) Develop pupil leadership opportunities requiring oracy skills (school council, eco-council, digital leaders) Involve pupils in recruitment processes, parent tours, and school decision-making Monitor oracy skills development through assessment and pupil voice Celebrate oracy achievements in assemblies and through awards	

Objective 3: To ensure all staff understand and respond effectively to the specific needs of our Afghan community		
Why we have chosen this objective	To achieve this objective, we plan to	Progress we are making towards this objective

Our Afghan community is one of the highest ethnic group at 19.3%. Many Afghan families may have experienced trauma, displacement, and significant educational disruption	Staff training on trauma-informed practice and understanding the Afghan context Develop class contextual information sheets Create partnership opportunities with local Afghan community organisations Ensure translation services are readily available for Afghan families (Dari/Pashto) Develop a 'buddy system' pairing newly arrived Afghan pupils with established pupils Review curriculum content to ensure Afghan culture, history, and contributions are positively represented	

Objective 4: To ensure pupils with SEND and those from disadvantaged backgrounds have equal access to enrichment opportunities, cultural capital, and wider curriculum experiences		
Why we have chosen this objective	To achieve this objective, we plan to	Progress we are making towards this objective
27.7% SEND pupils and 26.45% disadvantaged pupils. These groups may face barriers to accessing enrichment due to cost, confidence, or additional needs.	Establish a 'no child left behind' fund to subsidise trips, clubs, and experiences for disadvantaged families Ensure all after-school clubs are accessible to SEND pupils with appropriate support	

	Create a tracking system to monitor which pupils access enrichment opportunities Develop partnerships with local organisations to provide free/subsidised cultural experiences Provide targeted invitations and encouragement to SEND/disadvantaged pupils for enrichment activities Train club leaders and trip supervisors on supporting SEND pupils Celebrate achievements in enrichment activities in assemblies, ensuring SEND/disadvantaged pupils are represented	

Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by governing board at least every 4 years.

This document will be reviewed by governing body annually.

This document will be approved by governing body.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- PSHE & Relationships Policy
- Anti-Bullying Policy
- Behaviour Policy