



Iver Village Junior School

Equalities, Diversity and Inclusion Policy

2023-2024

Article 13, 14,

Every child has the right to say what they think and believe what they want to and to practise their religion

Review Date	Reviewed by	Changes
Sept 2019	SCA, JD, governors	Edited details
Sept 2020	SCA, JD	Edited details of the school
Sept 2021	SCA	Edited details of the school
Sept 2022	SCA	Edited details of the school – updated action plan
Sept 2023	SCA	Updated whole policy in line with the new Bucks Policy which was created by Equaliteach

This Policy builds on the school's core values and ethos. It covers our school's aims for promoting equality and diversity, challenging discrimination and celebrating diversity.

What is Equality? Equality is the principle of equal treatment that ensures no one is disadvantaged irrespective of their gender, ethnicity, disability, religious belief/ non belief, sexual orientation, age, gender reassignment, marriage or civil partnership and pregnancy or maternity status.

What is Diversity? Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

What is Community Cohesion? Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

At *Iver Village Junior* we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1

Our duties under the Equality Act also 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.

The Education and Inspections Act 2006 requires us to promote community cohesion and at *Iver Village Junior School* we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreements

Our school ethos and values

The philosophy of our school talks of valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination on the grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity (including breastfeeding), race, religion or belief, sex and sexual orientation. and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our school's admissions policy is equally open to pupils of all groups.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

Our school profile

IVJS is a co-educational junior school for pupils aged 7 to 11, serving Iver Village and Richings Park. It is situated at the heart of our community and we work closely with our colleagues at [Iver Village Infant School](#). Currently there are 216 children at our school.

Current Profile of the School:

- Currently there are 115 boys and 101 girls on roll.
- 47% pupils are white British, 13% are Gypsy/Roma/Traveller and the remainder represent a wide range of minority ethnic backgrounds.
 - There are currently no disabled pupils on roll.
 - The School has an accessibility plan and action plan. Currently there are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment in 2013.
 - Any child celebrating a special event is given the chance to celebrate and share their experiences at school. The school's attendance policy recognises that religious festivals may fall outside school holiday periods or weekends and requests for leave for religious observance will be authorised, provided that (a) leave is requested in advance, (b) no more than one day is designated for any individual occasion of religious observance/festival and (c) leave is limited to no more than three days in total in any academic year.
- We currently have 52 children on our SEN register for needing SEN support. We currently have 14 children with an EHC.
- Staff make up is as follows – Male 1, Female 22. Teachers 14, office 2, LSAs 6. Some members of staff have more than one role.

- The school governing body is made up of – Governors 9, Male 4, Female 5

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

Iver Village Junior School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found *with the Deputy Head* and they are also referenced in the *anti-bullying policy and behaviour policy*.
- The *Equalities, Diversity and Inclusion* policy/ies outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff
- The *Complaints Policy* outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.

- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our student council, governing body and staff team
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing body has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy

- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity and Inclusion Policy

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information *on our website*.

The school identifies any equality training needs within our staff by *staff questionnaires and staff meetings*. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality Objectives and Action Plan are attached as Appendix 2

Equality Impact Assessments

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

A template for conducting equality impact assessments is attached as Appendix 3

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Ratified by the governing body Accepted on Due for review on

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.

Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: <ul style="list-style-type: none">• making a claim or complaint of discrimination• helping someone else to make a claim by giving evidence or information Or because they intend to do so.

Appendix 2: Equality Objectives and Action Plan

Equality objective	Priorities and Intended Outcomes	Success Criteria	Action	When	Who	Monitoring and Evaluation
<p>To narrow gaps in academic attainment and progress in reading between pupils who are GRT and non-GRT</p> <p>To further increase level of participation for groups of pupils and parents who are underrepresented in particular aspects of school life</p>	<p><u>Leadership and Management</u></p> <p>All members of the school community have high expectations of themselves and others.</p> <p>We are determined to reach our full potential.</p> <p>We consider and reflect on all of our roles at IVJS</p>	<ul style="list-style-type: none"> • Staff and governors awareness has risen in regards to the legal and human rights and the responsibilities that underpin society • All stakeholders have access to the equality plan • All stakeholders have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting • The content of school meals and the eating environment meets the needs of all race and faith groups 	<ol style="list-style-type: none"> 1. The Equality plan is published on the schools website 2. The equality plan is shared with all at governors and with all staff 3. All policies and practices relating to recruitment and staffing are in alignment with the local authority guidance 4. All policies/MTPs including the SDP make links to the UN Convention of children's rights 5. Incidents to be monitored half termly by Deputy and SENCo 6. Regular review of the school meals and menus to make sure it meets the needs of all children 	<p>Ongoing yearly</p> <p>Ongoing</p> <p>ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	HT	<p>Website monitored</p> <p>Monitoring of policies show clear links to Un rights of the children</p> <p>Report to governors on any incidents</p>

Equality objective	Priorities and Intended Outcomes	Success Criteria	Action	When	Who	Monitoring and Evaluation
<p>To narrow gaps in academic attainment and progress in reading between pupils who are GRT and non-GRT</p> <p>To further increase level of participation for groups of pupils and parents who are underrepresented in particular aspects of school life</p>	<p>Highly Effective Teaching</p> <p><i>All children have access to a broad, balanced, creative and stimulating curriculum which meets their needs.</i></p> <p>-</p> <p>We are determined to reach our full potential.</p> <p>We consider and reflect on all of our roles at IVJS</p>	<ul style="list-style-type: none"> Teachers continue to teach lessons that incorporate children's rights – this is embedded into the curriculum We respond to all hate incidents and prejudiced based bullying including online abuse and cyper-bullying Diversity is reflected in school displays and materials for lessons Policy and practice, relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff 	<ul style="list-style-type: none"> Lessons teaching children about rights is taught throughout the curriculum. MTP shows the focus rights each half term. Online safety is promoted across the school through productions, workshops and assemblies Booster groups and interventions are provided to those children who require School to take part in Anti-bullying week and other focus weeks including Friendship Friday. School to access support from NSPCC workshops and assemblies All staff to have read the school behaviour policy alongside the prejudice related incident policy Staff training to develop skills in identifying and challenging prejudice related incidents displays in classrooms and corridors promote diversity in terms of race, gender and disability 	<p>Ongoing</p> <p>Events timetabled in the Autumn Term</p> <p>half termly review</p> <p>Yearly</p> <p>Sept 18</p> <p>Ongoing</p> <p>ongoing</p>		<p>Children have a good understanding of their rights and how this impacts them.</p> <p>Pupil surveys</p> <p>Learning walks</p> <p>Monitor of training staff have</p>

Equality objective	Priorities and Intended Outcomes	Success Criteria	Action	When	Who	Monitoring and Evaluation
<p>Ensuring the curriculum includes a rich range of cultural experiences, and challenges stereotypes through real-life role models and case studies.</p>	<p><u>High quality Learning and Assessment</u></p> <p><i>All children know where they are, where they want to get to and how they are going to get there in their learning. Robust achievement data is collected and recorded.</i></p> <p>-</p> <p>We are determined to reach our full potential.</p> <p>All children will have a growth mindset</p>	<ul style="list-style-type: none"> • Stereotyping between young and older pupils are challenged and understanding amongst staff and children has improved • Visitors from different groups enhance the curriculum and broaden the children’s understanding of the local and global community • There is an equal representation/ opportunities for boys and girls 	<ol style="list-style-type: none"> 1. To provide links with the local Secondary schools, church and the local community 2. Lessons incorporate children’s’ misunderstandings and all children are able to be involved – PSHE curriculum 3. PSHE curriculum is updated in line with the new guidance 4. Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities 5. Opportunities that are arranged in school have an appropriate balance between girls and boys particularly in sporting events 6. School to develop the use of music throughout the school. Provide music clubs and music lessons by a specialist teacher in key year groups 	<p>Ongoing</p> <p>Summer term</p> <p>Ongoing</p> <p>Ongoing through PSHE/RE/ Assemblies</p> <p>ongoing</p>		<p>Clear list of links created and embedded into the curriculum</p> <p>Monitor of PSHE/RE lessons and MTP</p>

Equality Objective	Priorities and Intended Outcomes	Success Criteria	Action	When	Who	Monitoring and Evaluation
<p>To narrow gaps in academic attainment and progress in reading between pupils who are GRT and non-GRT</p> <p>To further increase level of participation for groups of pupils and parents who are underrepresented in particular aspects of school life</p>	<p><u>Personal Development, Behaviour and Welfare</u> (to include parental involvement in school life)</p> <p><i>All pupils demonstrate excellent behaviour for learning. The school is a calm, orderly environment. All children are punctual and attend well</i></p> <p>Everyone commits to the school's goal of 100% attendance. We commit to keeping everyone safe, secure and happy.</p>	<ul style="list-style-type: none"> The social and emotional needs for pupils with SEMH needs are being met Pupils with a disability are participating in extra-curricular activities Pupils, parents and staff have opportunity to meet and discuss relevant issues before commencing new school year All school events have pupils from all groups participating, with monitoring of groups where there is less take up 	<ol style="list-style-type: none"> Family Support Worker support children and family who need help. Support provided on the playground by LSA's to aid children's social development All children are invited from all clubs that are available and children with a disability take part There is an effective transition between classes and schools Ensure all pupils are given the opportunity to make a positive contribution to the life of the school Attendance officer / DH to track attendance on a daily basis. Follow first Call procedure 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>July 2020</p> <p>ongoing</p>	<p>EC</p>	<p>Pupil Survey of school meals</p> <p>Termly monitoring of children attending Play therapy, ELSA and support through the Family Support Worker.</p> <p>Monitoring of children attending clubs</p> <p>Teachers information is handed to the new teacher and shared prior to the start of new term</p>

Equality Objectives	Priorities and Intended Outcomes	Success Criteria	Action	When	Who	Monitoring and Evaluation
<p>To narrow gaps in academic attainment and progress in reading between pupils who are GRT and non-GRT</p>	<p><u>Outcomes for Pupils</u></p> <p><i>All pupils make expected progress and the vast majority exceed. All groups of pupils attain at least in line with the national averages.</i></p> <p>We are determined to reach our full potential.</p>	<ul style="list-style-type: none"> • The gap in attainment between girls/boys are reduced and are in line with national expectations in writing and maths • The attainment gap between all groups is diminishing 	<ol style="list-style-type: none"> 1. Termly monitoring and tracking of achievement by gender, race, ethnicity, EAL, Pupil Premium and SEN. 2. Strategies/interventions put into place where gaps are highlighted 3. Data reported to the Governing body on a termly basis <p>(Refer to the termly date sheets for full details)</p>	<p>Half termly</p> <p>Half termly</p> <p>Half termly</p> <p>termly</p>		<p>Data shared with governors and analysed</p> <p>Key data shared with teachers</p>

Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	