



South End Junior School	Page 1 of
	Issued: November 2025
SEJ Equality Information Policy	Review date: Autumn 2026
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1. Aims

At South End Junior School we aim to promote equality and develop positive relationships, by tackling any form of discrimination. We seek to remove any barriers that may prevent children from participating in all aspects of all life, making progress and achieving their full potential. We seek to remove barriers to access and participation that may prevent parents and carers being fully involved in the wider education of their child at school.

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

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
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Our school aims to promote respect for difference and diversity in accordance with our school 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.

3. Roles and responsibilities

The governing body 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
- 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

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.

South End Junior School	Page 2 of
	Issued: November 2025
SEJ Equality Information Policy	Review date: Autumn 2026
	Supersedes: Autumn 2024

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

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) 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 data referenced above 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 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
- Holding assemblies dealing with relevant issues
- 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.

7. 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

South End Junior School	Page 3 of
	Issued: November 2025
SEJ Equality Information Policy	Review date: Autumn 2026
	Supersedes: Autumn 2024

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Specific Equality Areas

This section of our Policy highlights what we have already achieved for specific aspects of equality, and further action that we intend to take.

1. Race Equality

- We record and report all racist incidents
- Regular celebration of diverse cultural festivals and well-known people
- We ensure adult role models are reflective of a diverse range of cultures (staff and visitors)
- We enrich the curriculum to incorporate opportunities to learn about different cultures and races.

2. Community Cohesion

- We have a broad range of cultures studied across the curriculum and age ranges
- Whole school events to celebrate diversity
- Charity group and fund raising promotions led by the JLT

Equality and excellence

- Robust analysis of performance data
- Early intervention for learning support where appropriate
- Provision of support, external agency help or access to guidance for social and emotional issues

3. Disability Equality

Physical environment

- Access for all at entrance to school (ramps)

Curriculum

- Inclusion of diverse role models and promotion of equality through British Values, PSHE and assemblies

Aids & Equipment

- Laptops, Wifi, additional staff, sloping boards, braille machine, specialist chairs etc

4. Gender Equality

- Ensure promotion opportunities are reflective of the gender balance across the school
- Continue to identify gender performance and curriculum adaptations to achieve equality of opportunity

5. Other Equality Areas

- We follow the guidance provided by the government to ensure that sex and relationship advice is sensitively managed and discussed by staff with pupils
- Review the behaviour policy to show that harassment and bullying is not tolerated

9. Monitoring arrangements

The headteacher and the Governing Body will review this document and the equality information we publish, at least every year.

This document will be approved by the Full Governing Body.

10. Links with other policies

This document links to the following policies:

South End Junior School	Page 4 of
	Issued: November 2025
SEJ Equality Information Policy	Review date: Autumn 2026
	Supersedes: Autumn 2024

Accessibility plan
 Risk assessments
 SEND and Inclusion
 Anti-bullying
 Behaviour