



Carrington Junior School

Equalities and Cohesion Objectives July 2023

Carrington Junior School **OPPOSES ALL FORMS OF RACISM, HOMOPHOBIA, PREJUDICE AND DISCRIMINATION.**

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

We are committed to the promotion of community cohesion at school, local, national and global levels, comparing our school to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

We pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

We will assess and analyse our current practices and implement all necessary resulting actions to ensure staff and pupils are not discriminated against because of their:

- Sex
- Race
- Disability
- Religion/belief
- Sexual orientation

- Gender re-assignment
- Pregnancy or maternity

These 'Protected characteristics' have been set out in law in the Equality Act 2010.

Carrington Junior School is committed to eliminating practices, which could result in unfair or less favourable treatment for persons with a protected characteristic.

	ISSUE	ACTION	OWNER	TIME FRAME	INTENDED OUTCOME	Progress (to be updated July 2024)
1.	Vulnerable pupils, including groups defined above, find transition to and from our setting challenging.	<p>Ensure that all pupils new to the school, including EAL, Pupil Premium and SEND experience a successful transition, are happy, and settle quickly to learning.</p> <p>Identify all vulnerable pupils prior to their starting date. Ensure detailed transition meetings are held with all feeder schools and all secondary schools.</p> <p>Hold parent meetings in advance of start, as needed, to ensure a collaborative approach.</p>	<p>SLT</p> <p>SENDCo</p> <p>Year 3 teachers</p> <p>Year 6 teachers</p>	Ongoing	<p>All pupils new to school experience a successful transition and settle quickly to learning.</p> <p>All pupils leaving school have the best possible transition to their new setting.</p>	
2.	Some of the groups covered in this policy are more likely to not engage with school and school events.	<p>Identify families who may find approaching school difficult and offer relevant support.</p> <p>Continue using a variety of approaches to engage parents (seesaw, newsletters, parent surveys, parents' evenings, meet the teacher events, drop in sessions, coffee mornings, and book looks).</p>	<p>SLT</p> <p>Curriculum leads</p>	On-going	All families are happy to come to school to take part in school events and feel they can raise concerns about their child or about the way they are treated as a member of our school community, without feeling they are being discriminated against.	

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3.	Many of our pupils have a narrow exposure to cultural diversity and therefore have misunderstanding of other cultures, traditions and religions.	<p>Ensure staff and governors have regular equalities training and are kept aware of the school's zero tolerance approach to discrimination.</p> <p>Continue to ensure the curriculum offers a broad representation of cultures, race, gender and disability.</p> <p>Explicitly teach diversity within whole school assemblies Plan a range of cultural experiences for the whole school.</p>	<p>SLT</p> <p>PSHE lead</p>	2023-2027	Our pupils' will have an extended understanding of cultural diversity and be tolerant of differences in culture and religious beliefs through positive experiences of different cultures, traditions and languages.	
4.	Some groups are under-represented in our school community.	<p>Undertake a yearly analysis of recruitment data and trends with regards to race, gender and disability and report this to governing board.</p> <p>Seek to address any representation disparity through improving governor representation.</p>	<p>SLT</p> <p>Head</p> <p>Governors</p>	On-going	We will encourage diverse representation including race, gender, disability, within our school stakeholders (pupils, parents, staff and governors).	
5	Some groups find accessing events and trips challenging.	<p>Ensure reasonable adjustments are in place for any stakeholder who require them to meet their needs and make sure that disadvantages they experience are addressed to ensure equitability.</p> <p>Undertake risk assessments for building accessibility and trip accessibility to ensure due diligence</p>	<p>SLT</p> <p>Class teachers</p> <p>Governors</p>	Ongoing	All stakeholders can access all experiences regardless of their individual needs.	