



Cupernham
Junior School

EQUALITIES POLICY, INFORMATION AND OBJECTIVES

Policy Published:	NOVEMBER 2025
Policy Amendments:	
Full Governing Body Approval:	NOVEMBER 2025
Review Date:	NOVEMBER 2026

This policy was updated in November 2025 and has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.

INTRODUCTION

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture, which promotes equality, will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles, which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

NATIONAL AND LEGAL CONTEXT

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, pregnancy and maternity, religion or belief, sex, and sexual orientation.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Cupernham Junior School is mindful of the Public Sector Equality Duty, which came into force on 5 April 2011, and will publish relevant information on our website, including our Equality Objectives, which will be monitored and reported on annually to FGB.

PRINCIPLES

To fulfil our legal obligations, a number of principles guides us.

1. ALL PUPILS, FAMILIES AND STAFF ARE OF EQUAL VALUE

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. WE RECOGNISE AND RESPECT DIFFERENCE

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. WE FOSTER POSITIVE ATTITUDES AND RELATIONSHIPS, AND A SHARED SENSE OF BELONGING, UNDERPINNED BY OUR VALUES

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other

- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. WE OBSERVE GOOD EQUALITIES PRACTICE IN RELATION TO STAFF

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. WE AIM TO REDUCE AND REMOVE INEQUALITIES AND BARRIERS THAT ALREADY EXIST

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. WE CONSULT AND INVOLVE TO ENSURE VIEWS ARE HEARD

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. WE AIM TO FOSTER GREATER COMMUNITY COHESION

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. WE BASE OUR PRACTICES ON SOUND EVIDENCE

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. WE SET OURSELVES SPECIFIC AND MEASURABLE EQUALITY OBJECTIVES

We develop and publish specific and measurable objectives every two years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement, taking into account both national, county, and school level priorities.

We will set ourselves new objectives every two years, but keep them under review and report annually on progress towards achieving them.

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance

- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

SCHOOL CONTEXT

The information below provides information about the local catchment area and the demographics of the school.

DEPRIVATION

The school's location deprivation indicator is in the fourth centile (between 20% and 40%).

RELIGIOUS CHARACTER

With respect to the religious character of the school, the parental population declare the following:

Baptist: 1 child (0.3%)
Buddhist: 1 child (0.3%)
Church of England: 19 (5.5%)
Christian: 61 (17.7%)
Hindu: 2 (0.6%)
Muslim: 17 (4.9%)
No religion: 137 (39.8%)
Other religion (not specified): 1 (0.3%)
Roman Catholic: 9 (26.1%)
Romanian Orthodox: 1 (0.3%)
Not specified: 95 (27.6%)

GENDER

Number of pupils 344 – 51.3% female and 48.7% male
Number of staff 38 – 92% female 8% male
Number of governors 11 – 45.5% female 54.5% male

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The SEND register currently accounts for 50 children (14.5% of the school population), slightly below the national average.

Under the DDA we recognise that all pupils with a medical/social condition qualify for special adjustments and care in order for them to access the core and wider curriculum.

Proportion of pupils who have EHCPs
13 children (3.8%), 9 boys (69.2%) and 4 girls (30.8%)

ETHNICITY

The school draws from a predominantly White British area. 52 children are from different backgrounds – 15.2%

Proportion of staff from a minority ethnic background 0%.

ENGLISH AS AN ADDITIONAL LANGUAGE

9 children have English as an additional language, 2.6%

APPENDIX A

EQUALITIES INFORMATION

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

PUPIL-RELATED DATA

2024/25	READING EXS+	READING GDS	WRITING EXS+	WRITING GDS	MATHS EXS+	MATHS GDS	COMBINED EXS+	COMBINED GDS
ALL (89)	79% (75%)	39%	73% (72%)	17%	81% (74%)	39%	66% (62%)	11%
PP (27)	55.5%	33.3%	48.1%	7.4%	63%	14.8%	40.7%	3.7%
SEND (23)	39.1%	21.7%	26.1%	4.3%	39.1%	21.7%	26.1%	4.3%
PP WITHOUT SEND (16)	81.3%	37.5%	75%	12.5%	93.8%	18.8%	62.5%	6.3%
BOYS (41)	70.7%	31.7%	63.4%	4.9%	73.2%	39%	63.4%	0
GIRLS (48)	85.4%	43.8%	81.3%	27.1%	85.4%	37.5%	80.9%	25.5%

OTHER INFORMATION

The school has published various policies on the school's website. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Our own core values support our equalities aims as do those of our British values – these are explored, demonstrated and celebrated through various aspects of school life, including assemblies, through our curriculum, our relationships with one another and more.

Minutes of governor meetings are also available.

Curriculum newsletters and overviews, including the information that links to the PSHE curriculum give information on the taught curriculum and how it promotes tolerance, friendship and an understanding of different cultures.

APPENDIX B

EQUALITIES OBJECTIVES

We recognise that the public sector equality duty has three aims, to:

- *eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act*
- *advance equality of opportunity between people who share a protected characteristic and those who do not*
- *foster good relations between people who share a protected characteristic and those who do not*

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

1. Objective 1: To narrow the gap in the attainment and progress particularly for PP and SEND Children

Data informs us that our disadvantaged children without SEND needs perform in line if not better than non-PP peers; however, our disadvantaged children with SEND needs perform less well and we aim to improve their outcomes.

2. Objective 2: To review the currently taught curriculum to support positive understanding of different faiths and cultures through a curriculum review:

The curriculum is being reviewed with aspects identified that are needed due to context of the school. Two of these drivers will be:

- Understanding and acceptance of different cultures
- Reduce the number of prejudicial language incidents related to race

3. Objective 3: Reduce the proportion of children with SEND who are having fixed term exclusions from school

Over the previous year, we have reduced the number of suspensions in total but the number of suspensions for those children with additional needs / on the SEND register remains high. We seek to reduce both the number of suspensions and those for children with SEND moving forward.