ST IVES JUNIOR SCHOOL

‘Learning together, free to fly’

Together we thrive in a nurturing, inspiring community,
Together we learn to succeed in an ever changing world.

Equality Information and Objectives

Written/reviewed by:	Headteacher - Ali Watts
Approved by:	FGB
Last reviewed on:	September 2026
Next review due by:	September 2027

Summary of changes – September 2026

- Updated legal and DfE guidance references for the Public Sector Equality Duty.
- Clarified that equality information must be updated at least annually and equality objectives at least every 4 years.
- Corrected and clarified protected characteristics in the school/pupil context.
- Strengthened links with SEND, reasonable adjustments, safeguarding and prejudice-related incidents.
- Updated terminology, including child-on-child abuse and adaptive teaching.
- Strengthened equality considerations in school decision-making and recruitment.
- Retained the existing 2024–2028 equality objectives, with clearer measures for monitoring progress.
- Appendix A retained; September 2025 pupil figures remain identified as the latest figures in the supplied statement and should be refreshed when September 2026 census data is confirmed.

1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

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 and Public Authorities) Regulations 2017, which require schools to publish information demonstrating compliance with the public sector equality duty at least annually and to publish one or more equality objectives at least every 4 years

This document also has regard to Department for Education guidance, Equality Act 2010: advice for schools, and current government guidance on the Public Sector Equality Duty.

3. Context and principles

St Ives Junior School is a Local Authority maintained junior school in St Ives, West Cornwall. It serves a coastal community in which seasonal employment and tourism are significant features. The school recognises that disadvantage can be visible and hidden and considers equality alongside its wider work on inclusion, SEND, attendance and disadvantage.

The school community is predominantly White British/Cornish. Current published pupil information, including SEND, EAL and disadvantage data, is set out in Appendix A and is updated at least annually.

Our school vision, mission and values express our commitment to, and desire for, all children and members of the school community to be afforded every opportunity to develop and flourish. Our values for learning and for being - reciprocity, resourcefulness, resilience, reflectiveness and responsibility - underpin all that we do and strive to achieve.

Our policies take account of diversity and the potential barriers that may exist in relation to protected characteristics under the Equality Act 2010. In relation to pupils and the provision of education, the relevant protected characteristics include:

- Disability
- Religion or belief
- Gender reassignment
- Race – including colour, nationality and ethnic or national origin
- Sex
- Sexual orientation
- Pregnancy and maternity

Age and marriage/civil partnership are also protected characteristics under the Equality Act 2010, although the Act applies differently to schools in relation to pupils. The school also considers its wider duties as an employer.

Our approach to equality is based on the following key principles:

- All learners are of equal value. Whether or not they possess or are associated with someone who possess a protected characteristic
- We recognise, respect and value differences and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- We have high expectations of all our children. We expect that all pupils can make good progress and achieve their highest potential.
- We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

4. Roles and responsibilities

The governing body will:

- Ensure that equality information is published and updated at least annually, and that one or more specific and measurable equality objectives are published at least every 4 years and communicated to staff, pupils and parents/carers
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Appendix B

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom.
- challenge prejudice and discrimination.
- deal fairly and professionally with any prejudice-related incidents that may occur.
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- maintain the highest expectations of success for all pupils.

- support different groups of pupils in their class through adaptive teaching and appropriate support, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

4. Eliminating discrimination

The school welcomes its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Our school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics

All prejudice-related incidents in relation to staff, pupils or parents are recorded and dealt with appropriately.

Where prejudice-related behaviour may also constitute bullying, harassment, child-on-child abuse or another safeguarding concern, the school will follow its Anti-Bullying and Child Protection and Safeguarding procedures and inform the DSL as appropriate.

Policies are written with 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.

New staff will receive training on the Equality Act as part of their induction, and all staff will receive refresher training every Autumn term using the online training through Safe Smart.

All staff will address, tackle and raise any issues, language or actions that are, or are perceived to be, discriminatory.

All policies and procedures will be written and reviewed with a regard to ensuring that no group is discriminated against.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or those who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 clubs, trips and visits)

In fulfilling this aspect of the duty, the school will:

- Publish proportionate equality information each academic year, taking account of data protection and the need not to identify individuals or very small groups
- Analyse the above data to determine strengths and areas for improvement and implement actions in response
- Consider evidence available for identifying improvements for specific groups (e.g. declines in incidents of homophobic bullying or use of racist language)
- Publish further proportionate information about equality issues relevant to the school, where this can be done without identifying individuals or very small groups

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
- Promotion of values - both accepted British Values and the values of the school
- 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, encouraging visits from a wide range of community members and visits to a variety of local locations and focal points
- Discussing the nature of Britain as a multi-cultural society and ensuring that our children develop a respectful understanding of society other than their immediate community
- Encouraging participation in all events and opportunities from all within our school community - those who have and do not have a protected characteristic.

- We are aware that those involved in the leadership and governance of the school community are instrumental in demonstrating and promoting mutual respect between all members of the school community; •
- Striving to provide an ethos of acceptance, tolerance and openness which is welcoming and respectful to all, in line with our school's vision and values
- Making reasonable adjustments to ensure access for pupils, staff and visitors (including parents) with disabilities
- Making reasonable adjustments to ensure wider access arrangements to information (verbal and written), activities and opportunities within the school community
- Developing the cultural, moral and spiritual needs of all children through assemblies, classroom based and off-site activities;
- Encouraging and respecting pupils' views and opinions, ensuring that these are expressed in appropriate, respectful ways
- Ensuring positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included

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 or cultural holidays
- Is accessible to pupils with disabilities
- Is planned and delivered in a way that avoids unlawful discrimination, including in relation to sex, disability, religion or belief and other relevant protected characteristics

When recruiting staff, all efforts are made to ensure that posts are advertised in line with employment laws and that they are open to the widest possible pool of appropriate applicants.

All those involved in recruitment and selection are trained and aware of how to avoid discrimination and promote equality of opportunity.

Employment policies and procedures are reviewed regularly for compliance with equality legislation and their impact is kept under review.

8. Monitoring arrangements

The Governing Body will ensure that published equality information is updated at least annually and that progress against the equality objectives is reviewed

regularly. Equality objectives will be reviewed and republished at least every 4 years. This document will be approved by the Full Governing Body.

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk Assessment procedures
- Positive Relationships and Behaviour for Learning Policy
- Anti-Bullying Policy
- Child-on-Child Abuse procedures
- Curriculum policy
- Child Protection and Safeguarding Policy (including safer recruitment)
- SEND Information Report and SEND Policy
- Pupil Premium Strategy Statement

APPENDIX A

Equalities Information

The public sector equality duty has three key aims:

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

Pupil Data

Updated at September 2025	
Number on roll	196
Gender	boys 54% girls 46%
SEND (including EHCP)	19.4%
Pupils with English as an additional language	1.5%
EVER6 FSM	42%

Outcomes - 2025.

Pupils attaining a scaled score of 100+ in reading and maths or an assessment of meeting the expected standard in writing

Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	66	71%	At or above	62%	73rd
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	66	3%	Below	8%	28th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	56	20%	Below (significant)	37%	18th

Key Stage 2

Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	47%	59%	48%	60%	69%	61%	66	71%	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	5%	7%	2%	8%	3%	8%	66	3%	8%
Reading	% of pupils achieving the expected standard	60%	74%	66%	73%	83%	74%	66	83%	75%
Reading	% of pupils achieving the higher standard	27%	28%	29%	29%	26%	29%	66	39%	33%
Reading	Average scaled score	101.8	105.0	103.0	105.0	105.6	105.0	66	105.3	106.0
Writing	% of pupils achieving the expected standard	80%	69%	78%	71%	76%	72%	66	74%	72%
Writing	% of pupils working at greater depth	13%	13%	3%	13%	9%	13%	66	5%	13%
Maths	% of pupils achieving the expected standard	55%	71%	59%	73%	84%	73%	66	82%	74%
Maths	% of pupils achieving the higher standard	9%	22%	16%	24%	26%	24%	66	21%	26%
Maths	Average scaled score	99.9	104.0	101.0	104.0	104.5	104.0	66	104.3	105.0
GPS	% of pupils achieving the expected standard	62%	72%	58%	72%	78%	72%	66	76%	73%
GPS	% of pupils achieving the higher standard	25%	28%	20%	30%	34%	32%	66	29%	30%
GPS	Average scaled score	102.7	105.0	102.0	105.0	105.2	105.0	66	103.9	105.0
Science	% of pupils achieving the expected standard	-	79%	73%	80%	81%	81%	66	82%	82%

<u>Staff data</u>

As our school employs less than 150 staff, the Governing Body is not required to publish

information in relation to our staff. The school nonetheless monitors equality in recruitment, retention and professional development internally to ensure fair practice.

Appendix B

Equality Objectives (2024–2028)

1. **Curriculum access and inclusion:** To ensure all pupils, including those with SEND and disabilities, can access a broad and balanced curriculum through appropriate adaptation, reasonable adjustments and support. Progress will

be reviewed through curriculum monitoring, participation information, pupil voice and SEND review processes.

2. **Outcomes for vulnerable groups:** To continue to reduce identified gaps in attainment, progress, attendance and participation for vulnerable groups, including disadvantaged pupils, where school data identifies a disparity. Progress will be reviewed at least annually through school performance and inclusion information.
3. **Relationships, respect and belonging:** To promote positive relationships, mutual respect and understanding across the school community. Progress will be reviewed through pupil voice, behaviour and prejudice-related incident information, participation data and relevant safeguarding/wellbeing information.