



Equalities Policy

Date agreed by Governors	Autumn 2024
Next Review	Autumn 2026

Linked Documents
Anti-Bullying Policy
Collective Worship Policy
Child Protection and Safeguarding Policy
Educational Visits Policy
Equality Act 2010
Health & Safety Policy
Online Safety Policy
Positive Behaviour Policy
Special Needs and Disability Policy
Staff Code of Conduct
Whistle-Blowing Policy



The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:

- Article 2: All children have equal rights, whatever their ethnicity, gender, religion, language or any other status.
- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children.
- Article 6: Every child has the right to life and to develop to their full potential.
- Article 9: Children should not be separated from their parents unless it is in their best interests.
- Article 12: Every child has the right to express their views, feelings and wishes in all matter affecting them, and to have their views considered and taken seriously.
- Article 19: Governments must do all they can to ensure children are protected from all forms of violence, abuse, neglect and bad treatment.
- Article 25: If a child has been placed away from their home, they have the right to a regular review of their care.
- Article 28: Every child has the right to an education and discipline must respect children's dignity.
- Article 29: Educations must develop every child's personality, talents and abilities to the full.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- Article 32: Children must be protected from economic exploitation and work that might cause them harm.
- Article 33: Children must be protected from the use, production or distribution of illegal substances.
- Article 34: Children must be protected from all forms of sexual abuse and exploitation.
- Article 35: Children must be protected from being sold or moved illegally for the purpose of exploitation.
- Article 39: Children who have experienced abuse or trauma receive special support to help them recover.

School's Purpose: To prepare pupils for lifelong success

School's Vision: At Godwin Junior School we:

- Value everyone
- Instill a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

School Context

Godwin Junior School is located in Forest Gate within the London Borough of Newham. It is a four-formed-entry, maintained community school for pupils aged between 7 and 11 years of age. Our local community is a diverse one this is reflected in our school population.

Overview	September 2024	
	Numbers	Percentages
Number of pupils on roll	352	100%
Number of females	153	43.47%
Number of males	199	56.53%
Number of pupils entitled to Free School Meals	86	24.43%
Number of pupils with Special Educational Needs or a Disability	73	20.74%
Number of pupils on the Pupil Premium Register	78	22.16%
Number of pupils having English as an Additional Language	168	47.73%

Pupils attending Godwin Junior School

Ethnic Heritage	September 2024	
	Numbers	Percentages
Afghan	2	0.6%
Any Other Black Background	14	4%
Any Other mixed Background	12	3.4%
Arab	5	1.4%
Bangladesh	71	20.1%
Black - Somali	2	0.6%
Black and White Caribbean	6	1.7%
Black Caribbean	3	0.9%
Black -Nigerian	0	0.0%
Chinese	2	0.6%
Filipino	2	0.6%
Indian	28	7.9%
Kosovan	0	0%
Kurdish	1	0.3%
Latin/South/Central American	0	0%
Other Asian	4	1.3%
Other Black African	8	2.3%
Other Ethnic Group	5	1.4%
Pakistani	30	8.5%
Refused	2	0.6%
Roma	0	0.0%
Sri Lankan - Tamil	0	0.0%
Turkish/Turkish Cypriot	1	0.3%
Vietnamese	1	0.3%
White - Other	12	3.4%
White and Asian	13	3.7%
White and Black African	6	1.7%
White British	96	27.3%
White Eastern European	25	7.1%

Special Educational Needs		September 2024	
		Numbers	Percentages
Special Needs	SEND Support (K)	62	17.6%
	Education Health care Plan (EHCP)	11	3.1%

Godwin Junior School is committed to ensuring equality of opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and they are able to participate fully in school life. We aim to provide our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

The climate of the school promotes courageous conversations amongst staff and pupils to ensure that differences are treated with respect.

Legislation and guidance

Under the Equality Act 2010, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us 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 have a shared protected characteristic and those who do not.

How we meet the Equality Duty requirements

Eliminate discrimination/harassment

- Our Positive Behaviour Policy treats all children fairly and takes into account specific needs.
- We deal promptly and effectively with all incidents of bullying and harassment and keep records of actions.
- Our Special Educational Needs and Disability Policy, outlines our school provision.
- All policies relating to the recruitment and employment of staff are in line with Local Authority guidance.
- We promote British Values by emphasising the importance of tolerance and mutual respect.
- We model teaching and learning behaviours that promote positive learning attitudes and behaviour and create safe and effective learning environments where all children and staff show mutual respect for one another.

Advance equity

- We recognise that people have different needs and understand that treating people equally does not always involve treating them all exactly the same.
- We understand that for some people, extra support is needed to help them to achieve and be successful.
- We do our best to make sure that people from different groups are consulted and involved in our decisions; for example, through talking with staff, pupils, parents and carers, and through our School Council.
- All pupils have the opportunity to express their point of view through the School Council.
- Our Accessibility Policy and Plan supports our aim to be an inclusive school.

Foster good relations

- Our RE curriculum includes the study of key religious groups within the UK.
- We link with groups, organisations and projects in the local community.
- Godwin Junior School promotes the spiritual, moral, social and cultural development of all pupils through all aspects of the curriculum and school life.

Roles and Responsibilities

The role of the Governing Board

- The Governing Board is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented.

The role of the Head Teacher and the leadership team

- It is the Head Teacher's role to implement the school's Equality Policy and is supported by the Governing Board in doing so.
- It is the Head Teacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- The Head Teacher will promote the principle of equal opportunity when developing the curriculum.
- Godwin Junior School has a commitment to ensure the staff body, including the leadership team, reflects the demographics of the local community.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect.
- All staff will strive to provide material that challenges stereotypical images and promotes positive images of ethnicity, gender, religion or belief, sexual orientation, gender reassignment and disability.
- All staff will challenge any incidents of prejudice or discrimination and bring them to the attention of the Head Teacher or Deputy Head Teacher.

Responding to and reporting incidents:

It is clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Publishing the objectives and demonstrating compliance:

In order to meet the statutory requirements to publish information, to demonstrate how they comply with the Public Sector Equality Duty and to prepare and publish objectives, we will publish this policy and our plan with our objectives on the school website.

Workforce:

The school produces a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors. School Staffing England Regulations (2003) sets the Local Authority as the employer; however, schools exercise a responsibility as direct employer. The school has adopted the Local Authority HR Policies related to recruitment and other areas of employer responsibility.

Anti-racism

Godwin Junior School welcomes the teachings of the Education4Change (E4C) programme to equip staff with skills to address issues around the existence and impact of racism and help children and young people develop their understanding of racism and unconscious bias within society. The school strives to embed racial equality and eliminate racial discrimination. The school is committed to identifying and removing discriminatory practices and racism or racist behaviour. The school will have its own written pledge to tackle racism, inequality and disproportionality.

This goes alongside Newham's pledge on Tackling Racism, Inequality and Disproportionality. (<https://www.newham.gov.uk/homepage/225/trid---tackling-racism-inequality-and-disproportionality>)

We will demonstrate a commitment to the pledge through:

1. British Values

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance

2. The Learning Environment

Representation and diversity are reflected throughout the school for ALL children. The school climate reflects the pupil population so the children see themselves in their school.

3. Learner Attitudes and Personal Development

Building equality and justice into what we do at Godwin Junior School gives the children a different moral script for life. We can change their concept/philosophy of what the status quo is, so that everyone has an understanding of their value to society. We know that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us. Therefore, we:

- treat everyone fairly and with respect
- make sure the school is a safe, secure and stimulating place for everyone

4. Teaching and Learning

At our school, guided by the principles of the Education 4 Change (E4C) programme, staff will endeavour to seamlessly weave diversity and anti-racism into curriculum and conversations, building in opportunities to expand horizons, tackling unconscious racial bias and activating change.

Equality Action Plan March 2022 – 2024

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Intent	Implementation and Success Criteria	Intended Impact	Review of Implementation and Impact 2024	New Actions Required
<p>The attainment gap that exists between significant groups of learners must be diminished, allowing all children to achieve at their best.</p> <p>Continue to ensure good and accelerated progress of all groups across the school – gaps are narrowed and then closed.</p>	<ul style="list-style-type: none"> • Teachers aware of the significant groups that exist within their classes. • Planning appropriately differentiated to cater for the learning needs of the all children. • Performance of significant groups is identified and tracked, with provision mapping according to need. • Teachers to ensure that targeted children consistently contain children from the significant groups. • The termly Pupil Assessment Meetings (PAMs) provide the discussion platform for pupils from significant groups. • SLT to make referrals to external agencies for support and professional advice to enable all 	<ul style="list-style-type: none"> • Pupils’ progress is at least in line with national and local expectations. • The attainment gap that exists between significant groups of learners is diminished 	<p>Pupil attainment is at least in line with national expectations and broadly similar to local expectations, despite Godwin having a significantly higher proportion of children with SEND than the local average.</p> <p>There remain gaps between boys and girls and between pupil premium and non-Pupil Premium children.</p> <p>Through termly Pupil Achievement Meetings, children have been identified and prioritised for intervention and support by targeted teacher grouping and additional adults. Consideration of additional needs such as SEND has taken place.</p> <p>The school invested further into buy-in SEND services, including additional Educational Psychology support, Speech and Language Therapy service and the LA Dyslexia Service. This means that children are not having to wait for investigation of special needs and</p>	<p>Frequent analysis of data to show where children with multiple vulnerabilities are under achieving.</p> <p>Regular review of support and intervention to check impact on individual children and to feed in to further investigation if accelerated progress is not made.</p>

	<p>children to make good progress.</p>		<p>the most appropriate intervention. Advice about supporting these children is incorporated into learning plans. Further analysis of PP and gender groups is used to identify where there are multiple vulnerabilities (such as PP/SEND) which has further helped identify children for priority support or more relevant intervention - for example, children with speech communication and language needs are more likely to have difficulties with writing and reasoning in maths.</p>	
<p>The National Curriculum taught at Godwin Junior School is planned for and delivered in a way which:</p> <ul style="list-style-type: none"> • values everyone • instils a love of learning • seeks and encourage talent • inspires resilient learners • opens minds to develop responsible global citizens • nurtures confident, articulate individuals 	<ul style="list-style-type: none"> • Our curriculum is regularly reviewed and refined to ensure that it meets our stated Intent. • Curriculum monitoring ensures that our curriculum planning and delivery meet our stated Intent. 	<ul style="list-style-type: none"> • The National Curriculum is taught in a way which provides all children with a sense of belonging and identity. • All children see the relevance of the curriculum to themselves and can relate to what is being taught. • The curriculum delivered is of a high quality and promotes good progress for all. • Parents/Carers are aware of the curriculum overview for their children and updated with changes/ developments 	<p>Through support from the 'Education for Change' programme, the curriculum celebrates and studies a wide range of cultures, lifestyles and notable people representing the school community and beyond. This was acknowledged by Ofsted in Nov 2023: "The school has developed an aspirational curriculum for pupils that reflects the local context and diversity of the school community." Our school library reflects the diversity of modern Britain in the authors and main characters of our extensive fiction collection, as well as in the non-fiction topics</p>	<p>Assess extent to which pupils feel represented and valued through our curriculum and resources</p> <p>Assess extent to which pupils feel curriculum is relevant to them</p> <p>Assess extent to which pupils feel a sense of belonging and a sense of pride in their identity</p>

		over time	covered. Parents/Carers are informed about the curriculum in a variety of ways, including newsletters, performances and home learning projects.	
To ensure that all members of our school community know about and understand the United Nations Convention on the Rights of the Child.	<ul style="list-style-type: none"> • The School Council meet regularly to discuss how the school delivers a number of articles. • They will also produce Charters about their rights to be displayed around school. • Lesson planning and delivery refer to UNCRC articles and contain integrated curricular links. • Assemblies promote the various articles. • The School Newsletter refers to and promotes articles. 	<ul style="list-style-type: none"> • All members of our school community can describe how the UNCRC impacts on their lives and on the lives of children everywhere. 	<p>School staff and pupils continue to be committed to being a Rights Respecting School. The curriculum references the Convention and learning is linked to these rights. The school continues to hold the gold reward from the awarding body.</p> <p>Our active School Council is respected by pupils and represents their views on a variety of issues which link directly to children's rights.</p> <p>School Councillors liaise with peers from other schools in order to promote children's rights. Parents/Carers are included and informed through the weekly newsletter.</p>	To continue to promote children's rights through local, national and international partnerships
Eliminate discrimination and other conduct prohibited by the Equality Act	<ul style="list-style-type: none"> • Ensure school policies and procedures promote equality of opportunity. • Ensure all staff are aware of our responsibility with regards to the Equality Act. • Ensure our school 	<ul style="list-style-type: none"> • Our school ethos, policies and practice are genuinely respectful and demonstrate that we value all people. 	<p>Pupil voice surveys show that children overwhelmingly feel supported and safe at school and any difficulties with bullying and unfairness are dealt with effectively.</p>	To continue to work with our pupils to reduce incidents of discrimination and further promote mutual respect

	curriculum promotes mutual respect of all groups.			
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Equalities Action Plan 2024-2026										
Intent	Implementation and Success Criteria	Intended Impact	Equality Strands						Lead / Group	Review date
			Ethnicity	Gender	Religion or Belief	Sexual Orientation	Gender Reassignment	Disability		
<p>The attainment gap that exists between significant groups of learners must be diminished, allowing all children to achieve at their best.</p> <p>Continue to ensure good and accelerated progress of all groups across the school – gaps are narrowed and then closed.</p>	<ul style="list-style-type: none"> Teachers aware of the significant groups that exist within their classes. Planning appropriately differentiated to cater for the learning needs of the all children. Performance of significant groups is identified and tracked with provision mapping according to need. Frequent analysis of data shows where children with multiple 	<ul style="list-style-type: none"> Pupils’ progress is at least in line with national and local expectations. The attainment gap that exists between significant groups of learners is diminished Attainment data is analysed to show where multiple vulnerabilities impact different cohorts, for example, where children who are PP have 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Senior Leadership Team Subject Leaders Year Group Leaders Teachers <p>Pupils’ progress is in line with national and local</p>	Ongoing, no later than Autumn 2026

	<p>vulnerabilities are under achieving.</p> <ul style="list-style-type: none"> • Teachers to ensure that targeted children consistently contain children from the significant groups. • The termly Pupil Assessment Meetings (PAMs) provide the discussion platform for pupils from significant groups. • Regular review of support and intervention assesses impact. • SLT to make referrals to external agencies for support and professional advice to enable all children to make good progress. 	<p>other needs which explain the impact on attainment.</p>							expectations	
<p>The National Curriculum taught at Godwin Junior School continues to be planned for and delivered in a way which:</p> <ul style="list-style-type: none"> • values everyone • instils a love of learning • seeks and encourage talent • inspires resilient learners • opens minds to develop responsible global 	<ul style="list-style-type: none"> • Our curriculum is regularly reviewed and refined to ensure that it meets our stated Intent. • Curriculum monitoring ensures that our curriculum planning and delivery meet our stated Intent. • Assess extent to which pupils feel represented and valued through our curriculum and resources 	<ul style="list-style-type: none"> • The National Curriculum is taught in a way which provides all children with a sense of belonging and identity. • All children see the relevance of the curriculum to themselves and can relate to what is being taught. • The curriculum delivered is of a high quality and promotes good progress 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • Senior Leadership Team • Subject Leaders • Year Group Leaders • Teachers 	<p>Ongoing, no later than Autumn 2026</p>

<p>citizens</p> <ul style="list-style-type: none"> • nurtures confident, articulate individuals 	<ul style="list-style-type: none"> • Assess extent to which pupils feel curriculum is relevant to them • Assess extent to which pupils feel a sense of belonging and a sense of pride in their identity 	<p>for all.</p> <ul style="list-style-type: none"> • Parents/Carers are aware of the curriculum overview for their children and updated with changes/ developments over time 								
<p>To ensure that all members of our school community know about and understand the United Nations Convention on the Rights of the Child.</p>	<ul style="list-style-type: none"> • The School Council meet regularly to discuss how the school delivers a number of articles. • Lesson planning and delivery refer to UNCRC articles and contain integrated curricular links. • Assemblies promote the various articles. • The School Newsletter refers to and promotes articles. • To continue to promote children’s rights through local, national and international partnerships 	<ul style="list-style-type: none"> • All members of our school community can describe how the UNCRC impacts on their lives and on the lives of children everywhere. 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • Senior Leadership Team • Subject Leaders • Year Group Leader • Teachers 	<p>Ongoing, no later than Autumn 2026</p>
<p>Eliminate discrimination and other conduct prohibited by the Equality Act</p>	<ul style="list-style-type: none"> • Ensure school policies and procedures promote equality of opportunity. • Ensure all staff are aware of our responsibility with regards to the Equality Act. • Ensure our school curriculum promotes mutual respect of all 	<ul style="list-style-type: none"> • Our school ethos, policies and practice are genuinely respectful and demonstrate that we value all people. • Assemblies, workshops, specific events(e.g. Anti-Discrimination Week, Refugee Week) promote mutual respect. 	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • Senior Leadership Team • Subject Leaders • Year Group Leader • Teachers 	<p>Ongoing, no later than Autumn 2026</p>

	<ul style="list-style-type: none"> groups. To continue to work with our pupils to reduce incidents of discrimination and further promote mutual respect 	<ul style="list-style-type: none"> Inclusion of a diverse range of people when looking at significant scientists/artists/historical figures etc promotes a culture of mutual respect. 								
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