



# **St Augustine's CE (VA) Junior School**

## **Statement of Equality Compliance**



This document provides information for the employees of St Augustine's CE (VA) Junior School to ensure the school is equality compliant to ensure all stakeholders have access to the learning at St Augustine's.

St Augustine's CE (VA) Junior School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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

This statement outlines the key elements of how we ensure we meet our Equality Duty as established in the 2010 Single Equality Act.

### **HOW ST AUGUSTINE'S STRIVES FOR EQUALITY COMPLIANCE**

#### **Aims and Values**

St Augustine's CE (VA) Junior School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community. At St Augustine's we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

As a school:

- We believe that each member of the school community is entitled to respect and care.
- We endeavour to ensure that all pupils achieve to their full potential.
- We value good relationships between the different members of the school community.

We aim to:

- Provide a secure environment in which all our children can flourish and achieve. An environment in which all of our 10 core Christian values are prominent and alive.
- Provide a learning environment where all individuals see themselves represented and feel a sense of belonging.
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and global community.
- Include and value the contribution of all families to our understanding of equality and diversity.

- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Involve whole school community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and impact assessments with the whole community.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect to others.

### **Policy planning and development**

- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

### **Monitoring and Quality Assurance**

Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs and child in care status. In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. The data collected is used to inform further school planning, target-setting and decision-making.

### **Leadership, Management and Governance**

St Augustine's is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution.
- Working in partnership with families, the Local Authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that school policies are followed and our **Equality Compliance Statement** is met.