

Hillborough Junior School

Single equality plan



Adopted: January 2020

Review date: January 2024

Hillborough Junior School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will satisfy its duties under the Equality Act to eliminate all discrimination, harassment, victimisation and any other behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation). The school aims to comply with this duty, in both the delivery of its services and the employment of its staff. It is created by Hillborough's governing body with the help of staff, parents and pupils in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **special educational needs policy**, **admissions policy**, **anti-bullying policy** and the **behaviour policy**. These policies can be found on the school website or as paper copies in the school central office. This document will be published on the school website and will form part of the induction process.

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. The current summary of equality based actions being undertaken by the school is set out in annex A. This document will be reviewed annually, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

School profile

Hillborough Junior School is a three form entry school catering for 360 pupils. The basic characteristics of the pupil population is detailed below. (Correct as of Oct 2020)

No. of Pupils	Boy/Girl	Pupil Premium	Free School Meals	Not White British	1 st language not English	Special Education Needs	SEN Support/ EHCP
359	182/177	34%	27.3%	84.4%	40.9%	15.6%	14.5%/ 1.1%

The school has a very diverse pupil population with 21 different ethnic groups represented. Ethnic groups with the greatest representation at Hillborough are detailed below. (Correct as of Oct 2020)

Ethnic Group	Percentage
Pakistani	18.9%
White British	15.6%
White Other	13.6%
Black African	7.2%
Bangladeshi	6.1%
White & Black Caribbean	5.3%
Indian	5.0%

Hillborough Junior School employs 72 people in a mixture of full time and part time posts. The age range for employees is from below mid-20s to above 70 with the majority of staff aged between 30 and 60 years of age. Just over a quarter of the staff are male with three quarters being female. The school employs people from 11 different ethnic groups of which White British is the predominant group, about a quarter of our work force is made up of ethnic minority backgrounds.

The Governing body is made of 11 members (excluding the head and executive head) of which 5 are male and 6 are female. Of these 11 members, 36% are from ethnic minority backgrounds.

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Headteacher has the day-to-day responsibility for coordinating the implementation of this scheme.

The governing body

The governing body will:

- create and approve this document with the help of the head teacher and ensure that is adopted correctly throughout the school
- ensure the school complies with all equality legislation and the school's equality objectives
- monitor and evaluate the effectiveness of the equalities plan on a regular basis and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the progress of the school's equality plan through the school website.

The headteacher and senior leadership team

The headteacher, with the support of the rest of the senior leadership team, will:

- promote the single equalities plan both within the school and externally to the rest of the community

- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

Staff

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **behaviour and anti-bullying policy**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

Pupils

Pupils at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's **behaviour and anti-bullying policy**
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality plan when visiting the school.

Key groups at risk

Whilst the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

➤ Race

We recognise that Black Asian Minority Ethnic (BAME) people experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. **We are also mindful that those of the Black and Asian and Minority Ethnic (BAME) community have been disproportionately affected by the COVID 19 pandemic.**

We will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality of all ethnic groups. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to local authority guidance and notify complainants of the outcomes and action taken; and
- Encouraging dialogue between different racial groups

Advance equality by:

- Expanding access and achievement across all communities and in all areas of school activity;
- Encouraging the active participation of minority communities in shaping the future of our school;
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations.

➤ **Disability**

We recognise that people with disabilities experience discrimination across all areas of life. We respect the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. **We are also mindful of the increased impact on some people with specific conditions from the COVID 19 pandemic. Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.**

We are committed to working for the equality of people with and without disabilities. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination against people with disabilities by:

- Challenging patronising or discriminating attitudes;
- Making the environment as accessible and safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
- Monitoring and eliminating discrimination and disability related harassment
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.

Advance equality for people with disabilities by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Increasing the extent to which disabled learners can participate in the school curriculum
- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting disabled learners, staff and carers according to their individual need
- Taking steps to meet people's needs related to their disability, ensuring everyone is treated fairly. We understand that treating everyone fairly does not mean treating everyone the same.

- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf.
- Monitoring the needs of staff and learners with a disability.

➤ Gender

We are committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We are aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

We are committed to working for the equality of women and men. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Eliminating unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men

Advance equality for girls, boys, women and men, in all our functions by:

- Monitoring learner outcomes and achievement by gender
- Monitoring staffing and pay by gender

➤ Religion or belief

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We fully commit to our responsibilities under the Prevent Duty 2015 and have the necessary policies and procedures in place to prevent children from developing extremist views, being radicalised and being drawn into terrorist activities. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality for people based on their religion, belief and non-belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief
- Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief

Advance equality in all our functions by:

- Removing any barriers which prevent children and adults of all religions, beliefs or non-belief taking a full part in our school life
- Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non-belief

➤ Sexual orientation

We are committed to combating discrimination faced by lesbians, gay men and bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for LGBT people across services and employment. We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for people based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Taking a pro-active approach to preventing all forms of homophobia within the school
- Challenging patronising or discriminating attitudes and homophobic language;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality of LGBT people in all our functions by:

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality

➤ **Age**

We are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Challenging patronising or discriminating attitudes and language;
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality by:

- Assessing the impacts of our policies, functions and procedures on promoting age equality.

NB Age is not a protected characteristic in relation to children in schools

Promoting equality and social awareness in school and within the local community

Community cohesion

The school expects all its students and staff to act respectfully towards members of the wider community that the school is part of.

We aim to:

- Promote activities that celebrate and recognise our diverse community.
- Encourage all learners and their families to participate fully in all aspects of school life.
- Foster an understanding and respect of all cultures, faiths and those with protected characteristics.
- Counter myths and misinformation that may undermine good community relations.
- Promote equality of opportunity
- Increase the use of positive, non-stereotypical images of people with and without protected characteristics and recognise the contributions they have made to society

In order to help us achieve these aims, the school tries to work with the community in many different ways including:

- Working with the police and fire service to take part in the annual Luton Carnival
- Attending the annual Luton Council of Faiths Peace Walk
- Singing at various venues including care homes, football stadiums, Salvation Army
- The school is part of the School's Linking Network
- Visiting various places of worship to understand our communities more
- Inviting positive role models with and without protected characteristics to school to talk and work with the children.
- Family learning sessions
- Working with the Anne Frank Trust and The Diana Award to tackle prejudice and bullying.

See our policy on Community Cohesion Promotion.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's **SEN policy**.

The school works with outside agency professionals to ensure we are inclusive. We ensure that we make reasonable adjustments where applicable to ensure ease of access to the curriculum. Our accessibility plan is reviewed regularly and updated where necessary. This can be found on our website.

See our **Inclusion Policy** for more information.

Pupil voice

Through our support of pupil voice, we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through pupil voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

We have:

- Student Council made up of individuals across all year groups.
- ECO Council
- E-Safety team
- Play Leaders
- Anti-Bullying Ambassador
- 'Anne Frank Trust Ambassadors.

Recruitment

Hillborough Junior School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. Hillborough Junior School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

More information about our recruitment procedures can be found in the school **Safer Recruitment and Selection Policy**.

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Staff discipline and suspension

Hillborough Junior School is committed to ensuring that all school staff are treated fairly and consistently and anyone not adhering to these values is held to account through our **Disciplinary Procedures, Code of Conduct, and Grievance Procedure**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **school's staff appraisal policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Behaviour, exclusions and attendance

The school **behaviour policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Read our school **Attendance and Behaviour policies** for more information on the processes surrounding these topics.

The curriculum

The curriculum at Hillborough Junior School is broad, rich and deep providing ample opportunity to explore equality.

<i>English</i>	<i>Looking at sensitive issues such as slavery – ‘Slave Girl’</i>
<i>History</i>	<i>Black History Month Looking back at periods of history and how communities were different from today.</i>
<i>Geography</i>	<i>Comparing and contrasting areas within the UK, Europe and Worldwide with our own.</i>
<i>PSHE</i>	<i>Relationships and sex education Anne Frank Trust Anti-Bullying</i>
<i>RE</i>	<i>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</i>
<i>Science</i>	<i>What happens as we grow older – changes.</i>
<i>Special Days</i>	<i>Diversity day to celebrate our diverse community. Anti-Bullying week to heighten awareness of bullying National E-Safety Day to raise awareness of online safety.</i>
<i>Assemblies</i>	<i>Values Achievements Key events and celebrations</i>

Monitoring and review

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children’s and young peoples’ views, actively sought and incorporated in a way that values their contribution;

- sports and activities choices of all groups;
- uptake of the extended school offers by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

At regular intervals throughout the year the head teacher or relevant staff member will provide **monitoring reports** for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives.

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

Reporting on our progress

Progress towards the outcomes of this equality plan will be published annually on the school website. The plan will be discussed termly at Premises Committee meetings along with the Accessibility Plan

Signed by

Chair of governors

Date:

Headteacher

Date:

This document will be reviewed:

- at regular intervals at least annually
- after incidents that relate to, or impact on, equality in school
- after any significant changes to workplace, working practices or staffing.
- Equality Objectives will be reviewed at least every 4 years.

Equality Plan

Protected Characteristic	Action to be taken	How it will be monitored	Who is responsible for implementation	Timeframes	Early Success Indicators
All	Publish and promote equality plan on website, newsletters etc.	Include reference in annual survey of parents/staff	Head teacher	Ongoing with review after survey	Staff aware of aims of policy and implement them throughout school. Parents acknowledge plan and question impact in survey
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by race, gender and disability	Head teacher / Governing body	Termly	Analysis of teacher assessments / termly data demonstrates the gap is narrowing for equality groups
All	Encouraging a fair representation to sit on the governing body, school council etc. of the School.	List of governors on the school website.	Chair of Governors	Annually	The governing body has representation that begins to match the school population.
All	To ensure that protective characteristics are not a factor when considering the employment of individuals.	Safer Recruitment process followed	Chair of Governors/ Head Teacher	When the need arises	Staff are employed for their ability to do the job well.
All	To ensure that the whole school community is consulted on changes in relevant policies and procedures	Governing body ratification of policies and procedures	Chair of Governors/ Head Teacher	When policies are changed.	Policies and procedures are reflective of the whole school community.
All	To address any issues of discrimination or harassment with the children or	Behaviour records and records of hate related incidents.	Head Teacher	Termly	Through education, engagement in relevant initiatives and

	adults using appropriate means.	Head's Report to Governors			robust procedures, incidents of this nature are infrequent.
<p>Race Equality Objective: <i>We aim to promote racial equality, promote good race relations and to eliminate racial discrimination among all stakeholders of Hillborough Junior School.</i> <i>At Hillborough Junior School we aim to give every pupil, regardless of race, the opportunity to achieve the highest standards of which they are capable. The rights of stakeholders to learn, to be safe, to be happy and to be included underpin all our procedures and practice.</i></p>					
Protected Characteristic	Action to be taken	How it will be monitored	Who is responsible for implementation	Timeframes	Early Success Indicators
Race	Continue to be a leader in the School's Linking Network.	Feedback from the facilitator to the national SLN body and also to Governors	Deputy Head (SLN Facilitator)	Annually	Pupils from our school link with pupils from other schools with different contexts. They integrate with each other in shared activities and learn about the diverse nature of Luton
Race	Continue to engage with community projects such as the carnival (working with police and community) and The Peace Walk (working with faith leaders from across our locality)	Feedback from parents, pupils and colleague regarding experiences.	SLT to consider relevance to school priorities.	Annually	Activities of this nature continue to engage young people and their families and open their eyes to the diversity that exists in Luton. They also begin to challenge peoples understanding in a positive way.
Race	Ensure that colleagues in our BAME communities feel supported and protected during the COVID19 pandemic by offering support and an individual risk assessment.	Risk assessments will be reviewed at the request of individuals.	Head Teacher	When required	Colleagues in our BAME community feel supported and are confident that the school is doing all it can to keep them as safe as possible. Colleagues feel reassured.
<p>Disability Discrimination Objective: <i>At Hillborough Junior School we aim to give every disabled pupil the opportunity to achieve the highest standards of which they are capable. We aim to give them access to the full curriculum and extra-curricular</i></p>					

*activities making reasonable adjustments as needed to enable them to do so. Special consideration will always be given to children who have specific needs in order that practice is fully inclusive.
We will take all reasonable actions to ensure that disabled school users and non-disabled school users have equal access to school activities, buildings and grounds.
We will abide by employment legislation when considering the employment of a disabled person.*

Protected Characteristic	Action to be taken	How it will be monitored	Who is responsible for implementation	Timeframes	Early Success Indicators
Disability	Using the Accessibility Plan for Hillborough Junior School to show any plans to improve the physical layout of the building and disabled access to the curriculum.	Regular item on the Premises Governor Committee.	Premises Committee	Termly	All new work or modifications to the school take consideration of disability of its users. Access to the school is adequate for all.
Disability	Gathering views of parents/ carers, staff and pupils through a yearly questionnaire. Any concerns raised, or suggestion made, will form part of the yearly monitoring of the objective.	Questionnaire responses. Premises Governors to monitor that objectives are modified to accommodate findings.	Premises Committee	Annually	Views of all school users are considered in the development of the accessibility plan aimed at improving access to the site and communication.
Disability	Respond to changes in need quickly and effectively.	Report to governors/ meetings with outside agencies	Head Teacher/SENCo	As required	Reasonable efforts made to ensure support and resources are in place for the user prior to starting or soon after.
Disability	To enable correct support for disabled pupils during COVID 19 pandemic, risk assessments written to ensure the needs of the child are met whilst ensuring the safety of staff members.	Risk assessments reviewed regularly or at least when new guidance is published.	SENCo	By Sept 2020	1:1 staff feel supported and prepared to work with children. Discussions on how to minimise risk to staff and pupil have reassured staff.

Gender Discrimination Objective:					
<i>To recognise the individuality of all stakeholders and give them every opportunity to achieve the highest of standards in their particular roles, regardless of gender.</i>					
Protected Characteristic	Action to be taken	How it will be monitored	Who is responsible for implementation	Timeframes	Early Success Indicators
Gender	Providing equal opportunity for girls and boys in all school activities.	Registers of those attending events and clubs	Subject Coordinators	Weekly	There is representation from boys and girls in all activities even those that are historically considered boys activities or girls activities e.g. boys netball.
Gender	Monitoring the curriculum to ensure there is no stereotyping by gender unless it is to challenge preconceptions.	Curriculum Audit	All school staff	Bi-Annually	The curriculum is appropriate for the needs of our children and the community in which they live where stereotypes are challenged.
Religion and Belief Discrimination Objective:					
<i>At Hillborough Junior School we aim to give every pupil, regardless of religion and belief, the opportunity to achieve the highest standards of which they are capable. We do this by offering a rich and deep curriculum, having a wide range of non-curricular activities and having high expectations of all children, staff and governors. Through this we aim to provide our stakeholders with the skills to be both tolerant and respectful of all our community members.</i>					
Protected Characteristic	Action to be taken	How it will be monitored	Who is responsible for implementation	Timeframes	Early Success Indicators
Religion and belief	Continuing to follow Agreed Syllabus for RE which informs the children about the mainstream faiths particularly those within our immediate communities.	Report to governors.	RE Coordinator/ Governor for RE	To be reviewed every 5 Years by SACRE – last published SEPT 2019 Report to Governors Annually	RE curriculum is relevant to the school population and the content appreciates the diversity that exists with Luton and the surrounding areas.
Religion and belief	Giving children opportunities to experience, understand and celebrate diversity in all areas of the curriculum and	Report to Governors	Subject Coordinators	Ongoing	A curriculum that is both rich and deep which accounts for the diverse nature of our school and community and where we

	making them aware that they are part of the global community.				sit as part of a global community.
Religion and belief	Involving people of different faiths from the local community to tell the children about their faiths and beliefs.	RE Governor Visit	RE Coordinator	Termly – Or as required	Our curriculum is enhanced and children's understanding of different faiths is developed further.
Sexual Orientation and gender Identity Objective: <i>To teach every pupil to have respect for each other for the differences and similarities they have. We address the issues of sexual orientation at a level which is appropriate for the ages of the children.</i>					
Protected Characteristic	Action to be taken	How it will be monitored	Who is responsible for implementation	Timeframes	Early Success Indicators
Sexual Orientation/Gender Identity	Generating and developing a Sex and Relationship Education Policy and programme of study in liaison with outside expertise	Policy sent to governors for approval.	PSHE Coordinator	Annually	A clear, coherent and progressive approach to Sex and Relationships education is in place.
Sexual Orientation/Gender Identity	Continuing to monitor the curriculum to ensure there is no stereotyping by sexuality.	Curriculum Audit	All staff	Bi-annually	The curriculum is appropriate for the needs of our children and the community in which they live where stereotypes are challenged.
Sexual Orientation/Gender Identity	Providing staff with training around the areas of sex and relationships education.	Head's report to Governors	Head Teacher	As required	There are staff in the school that are competent and confident to deliver high quality sex and relationships education and able to deal with difficult/tricky questions.
Age Discrimination Objective: <i>To ensure that all stakeholders in the School, regardless of age, have the rights which underpin all our policies and practices. These are the rights to learn, to be safe, to be happy and to be included.</i>					

Protected Characteristic	Action to be taken	How it will be monitored	Who is responsible for implementation	Timeframes	Early Success Indicators
Age	Using our PSHE and Science curriculum to teach children how humans change as they grow older and to respect the similarities and differences between us.	Lesson obs. Curriculum Audit	Science/PHSE Coordinators	Termly lesson obs. Bi-Annual Curriculum Audit	Pupils understand how they change as they grow older including their responsibilities.