

Emmanuel Junior Academy



‘Be Respectful, Be Courageous, Be Safe’

Equality Information and Objectives Policy

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SHEFFIELD
ACADEMIES
TRUST

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1. Introduction

Emmanuel is a joint Anglican and Methodist School. Our vision is rooted in the Christian call to love God and serve others through lives of compassion, justice and generosity.

We are inspired by the guidance attributed to **John Wesley** to:

*“Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.”
— John Wesley*

We seek to nurture a community where every child and adult is encouraged to flourish and to make a positive difference in the lives of others.

Our key biblical text is **Galatians 6:10**: ***“Therefore, as we have opportunity, let us do good to all people.”***

This verse reminds us that doing good is not simply an occasional act but a way of life. It calls Christians to recognise opportunities to show kindness, serve others and contribute to the common good. In our school, this shapes our relationships, our curriculum and our commitment to ensuring that every member of our community is valued, supported and encouraged to thrive.

Our vision encourages every member of our school community to recognise that they are created in the image of God and are called to use their unique gifts in the service of others. Through learning, worship, service and everyday interactions, we seek to develop children who are confident, compassionate, **respectful** and **courageous**, and who take responsibility for keeping themselves and others **safe**. We aim to nurture people who notice those in need, act with integrity, build positive relationships and strive to make the world a better place.

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2. Aims

At Emmanuel Anglican/Methodist Junior Academy, we welcome our duties under the Equality Act 2010. We aim to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by or under the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The relevant protected characteristics for the purposes of advancing equality of opportunity and fostering good relations are:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

At Emmanuel Junior Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion 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 able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our schools.

3. 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 specified public authorities to publish information demonstrating compliance with the Public Sector Equality Duty and to prepare and publish one or more specific and measurable equality objectives.

This policy also has regard to:

- the Department for Education's Equality Act 2010: advice for schools;
- the Government's Public Sector Equality Duty: guidance for public authorities;
- the Equality and Human Rights Commission's Technical guidance for schools in England.

4. Roles and Responsibilities

The academy trust is the responsible body for ensuring compliance with the Equality Act 2010. The trust delegates local oversight and monitoring functions to the Local School Board and the academy's senior leaders in accordance with the trust's scheme of delegation.

The trustees/Local School Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the schools, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Local School Board will meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.

They will:

- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full Board of Directors regarding any issues

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 Directors.
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The Designated Member of Staff for Equality will:

- Support the Headteachers in promoting knowledge and understanding of the equality objectives amongst
- staff and pupils
- Support the Headteachers in identifying any staff training needs and deliver training as necessary.

All Staff will:

- Have regard to this document and to work to achieve the objectives as set out in section 9.
- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers will support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

5. Eliminating Discrimination

The Academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues. They regularly liaise other senior leaders and the Local School Board are aware of these as appropriate.

Harassment on account of, or related to, protected characteristic or another form of prejudice is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Prejudice-related incidents, discriminatory behaviour and bullying will be addressed in accordance with the Behaviour Policy and Antibullying Policy and the school's procedures for recording and reporting incidents. Where an incident raises a safeguarding concern, the Safeguarding and Child Protection Policy will also be followed.

All incidents are reported to the Headteacher who then reports to the Local School Board on a termly basis.

What is a discriminatory incident?

Harassment on the grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: '*any incident which is perceived to be racist by the victim or any other person*'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes • Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual

orientation.

Responding to and reporting incidents The School will ensure that pupils and staff are aware of how they report incidents. All staff, teaching and non-teaching, will view dealing with incidents as vital to the well-being of the whole Academy.

6. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by ensuring that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed
- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Pupil leadership team and Spirit Council collective worship; courageous advocacy etc.
- All children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and collective worship
- Extended school activities such as breakfast and after-school clubs consider pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.

In addition to the information about pupils, the academy trust will consider how its activities as an employer affect staff with protected characteristics. They will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- Gender pay-gap reporting and other pay equality issues
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

As an employer, the academy trust will consider how its employment policies, practices and decisions affect people with protected characteristics. The trust will publish workforce equality information where required by the applicable specific duties, taking account of employee-number thresholds and

the need to protect personal information. Emmanuel Junior Academy will contribute appropriate information to the trust's monitoring arrangements.

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

7. Fostering Good Relations

Emmanuel Junior Academy aim 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.
- 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. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, central to our Behaviour Policy is the implementation of restorative practice approaches.

8. Equality Considerations in Decision making

Emmanuel Junior Academy ensures it has due regard to equality considerations whenever significant decisions are made. The school will always consider 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 holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

9. Equality Objectives

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race

- religion or belief
- sex and sexual orientation

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following function:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Objective 1: To improve access to the curriculum and wider school life for pupils with SEND and disabilities, as demonstrated through annual pupil and parent feedback, participation information, accessibility reviews and the progress and attainment of identified pupils.

Why we have chosen this objective: At Emmanuel Junior Academy, we believe that every child should be able to access, participate in and succeed within the full curriculum, regardless of their individual needs or circumstances. We recognise that some pupils, particularly those with Special Educational Needs and Disabilities (SEND), can face barriers to learning that may limit their ability to engage fully in lessons, wider school activities and enrichment opportunities.

Our school serves a diverse range of learners, and pupil needs continue to become increasingly complex. Through our ongoing monitoring, assessment and engagement with pupils, families and external professionals, we have identified the importance of further strengthening curriculum accessibility so that all pupils can make the best possible progress and experience success.

To achieve this objective, we plan to:

- Ensure that reasonable adjustments and appropriate adaptations are made so that all pupils, particularly those with SEND or disabilities, can access learning and participate fully in the curriculum.
- Provide high-quality adaptive teaching strategies that meet the diverse needs of learners while maintaining high expectations for all pupils.
- Develop staff knowledge and understanding of SEND through ongoing professional development and the sharing of effective inclusive practice.
- Use assistive technology, adapted resources and specialist equipment where appropriate to remove barriers to learning.
- Regularly review curriculum provision, learning environments and educational visits to ensure they are accessible and inclusive for all pupils.
- Work closely with parents, carers and external agencies to identify needs early and provide the most effective support for individual pupils.
- Monitor the progress, participation and attainment of pupils with SEND and disabilities to ensure they are achieving their potential and are fully included in school life.
- Promote a culture of inclusion where differences are valued, pupils feel a sense of belonging, and all members of the school community are treated with dignity and respect.

Objective 2: To raise equality awareness with pupils and staff, ensuring tolerance and respect towards individuals who identify with any of the protected characteristics.

Why we have chosen this objective: To help foster good relationships across all characteristics between people who share a protected characteristic and people who do not share it by having the need and regard to tackle prejudice and promote understanding.

To achieve this objective, we plan to: Implement and embed a culture of celebrating differences. To have a calendar in place for collective worship which explores the protected characteristics. To begin the year by having have a whole school theme based on inspirational people linked to the protected characteristics. To make links throughout our curriculum to equality.

Objective 3: To ensure in all our work, including our curriculum design, that we promote role models and heroes that young people positively identify with, who reflect and broaden pupils' understanding of the school's diversity.

Why we have chosen this objective: To ensure that pupils have examples of people from diverse backgrounds and abilities to inspire, motivate and help shape their character and personality as they grow. To help pupils to recognise appropriate behaviour and try to acquire admirable qualities by seeing examples of successful people from all walks of life.

To achieve this objective, we plan to: Hold a whole school theme based on inspirational people linked to the protected characteristics. Display examples of inspirational people prominently throughout the school. Ensure that teachers are using a wide variety of examples of role models in their lessons, engaging in positive discussions on diversity and promoting the idea that it is possible for everyone to achieve their goals in life regardless of race, gender or disability. Collective worship will promote the rights respecting values and equal opportunities ethos of the school and displaying examples of these as constant reminders throughout the school.

Objective 4: To ensure that every recruitment panel includes at least one person who has completed up-to-date safer recruitment training and that all leaders participating in recruitment and selection have received equality and non-discrimination training appropriate to their role. Compliance will be checked through annual training records and recruitment-file audits.

Why we have chosen this objective: To build on our current processes and procedures to ensure that all staff involved in the recruitment process have received the most up-to-date training available to raise awareness of the principles of the Equality Act.

To achieve this objective, we plan to: Ensure that at least one person on each interview panel is currently trained in safer recruitment and that all leaders are appropriately trained in equal opportunities.

10. Monitoring Arrangements

We continue to make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and use this to inform strategies to raise achievement.

We also regularly track and monitor the children's attendance and incidents of behaviour by their demographics and report this to Local School Board.

The senior leadership team will update the equality information we publish at least every year. School-specific equality objectives will be reviewed by Headteacher at least every 4 years.

This document will be reviewed by the Local School Board annually, to ensure continued compliance with the PSED.

This document will be approved by the Local School Board.

11.Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy