

Spire Junior School



Equality Statement 2020-2022

Our school is committed to equality.

Therefore:

- We do our best to ensure that everyone is treated fairly and with respect.
- We make sure the school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils 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 pupils and parents and carers, and through our School Council.

Legislation

- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations; and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities of outcome, and reduce or remove them.

Similarly in accordance with the Equality Act 2010 we aim to make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

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- We welcome the general principles of the United Nations Convention on the Rights of the Child (UNCRC) and accordingly have regard in particular for the

needs of children and young people who are disadvantaged or vulnerable, and their parents and carers.

- We welcome the emphasis in the Ofsted framework on the importance of narrowing gaps in achievement which affect, amongst others:
- pupils from certain cultural and ethnic backgrounds
- pupils who belong to lower-income households
- pupils who are disabled
- pupils who have special educational needs
- boys or girls in certain subjects.