



Equality Statement and Objectives 2025-26

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful direct and indirect discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it. all those within our school community.

We do this with regard to the nine protected characteristics listed in the Equality Act 2010:

- age
- disability
- gender reassignment
- race
- religion or belief
- sex
- sexual orientation
- marriage and civil partnership
- pregnancy and maternity

At Iver Heath Junior School we pride ourselves on providing excellent opportunities for all children regardless of gender, ethnicity, religion, sexual orientation, socio-economical status or background.

Our Vision at Iver Heath Junior School is that everyone, without discrimination, is safe, happy and reaches their potential. To do this we have 4 key vision statements that we live by:

We are Achievers, We are a Community, We are Inclusive and We are Proud.

By striving for these each day, we build towards our own success and the success of those around us.



We are ACHIEVERS!

Every member of the IHJS family strives to ensure that:

Every child at IHJS will reach their full potential.
Every child at IHJS will be inspired to be successful and to feel valued, with their successes in any area shared and respected by all.
Every child will want to come to school.
Every child will have aspirations and desires to be successful.
Every child will develop life-long learning skills.

We are a COMMUNITY!

Every member of the IHJS family strives to ensure that:

IHJS takes pride in being at the heart of the community, with regular parental involvement and events.
Parents and children demonstrate that they value the school.
Parents can approach the school for support; or with constructive ideas and feel listened to.
Education is seen as a partnership between school and families, with both groups taking responsibility.
IHJS works together with other educational establishments, working together to share best practice and improve.

We are INCLUSIVE!

Every member of the IHJS family strives to ensure that:

We have high expectations of all staff, pupils and families.
Support is available to everyone in the school community, allowing them the opportunity to grow and be successful.
All members of the school community develop their self-esteem and that all pupils have the opportunity to experience being successful.
We work together to identify areas of strength and opportunities for development.
Pupils, staff and families show respect of themselves, others and the process of learning for all.
All stakeholders contribute to the development of the school.

We are PROUD!

Every member of the IHJS family strives to ensure that:

IHJS is a safe place for all.
Pupils are happy at school and are able to talk openly and take risks in their learning.
Staff feel that their ideas are valued and that they will be listened to.
Parents are proud of the role that school plays in their lives.
Children feel valued and are proud to be a part of the IHJS family.
We are proud of achievements within the school community and celebrate them regularly.

Ofsted identified this and, in their report, stated:

'This is a good and improving school with inclusion at its heart.'



A strong sense of harmony permeates the school. Relationships between adults and pupils are warm and mutually respectful. Pupils take pride in their work. They are friendly, polite and well behaved.

The school's core values, expressed as, 'We are achievers, we are a community, we are inclusive, and we are proud', are evident in all aspects of the school's work.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people for the betterment of our whole school community. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

- All people are of equal value.
- We recognise, respect and celebrate differences.
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We have the highest expectations of all our children.

Our School Profile Equality information September 2025:

Number of pupils on roll at school: 199

Ages of pupils: 7-11

Information on pupils by protected characteristics:

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils:

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM) 30%
- Pupils with Special Educational Needs (SEN) 23%
- Pupil Premium 30%
- Pupils with English as an Additional Language (EAL) 13%
- Post looked after/ adopted 0%
- Pupils identified with a medical condition 24%
- Gender Male 53%, Female 47%



Race/ Ethnicity	% of children March 25
Any other Asian background	4%
Any other ethnic group	1%
Any other mixed background	4%
Any other White background	4%
Bangladeshi	1%
Black – African	2%
Black – Caribbean	0.5%
Gypsy	0%
Gypsy/Roma	4%
Indian	17%
Pakistani	1.5%
Traveller of Irish heritage	2%
White – British	50%
White and Asian	5%
White and Black African	1.5%
White and Black Caribbean	1.5%
Refused	1%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Iver Heath Junior School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.



How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions and exclusions and within our staff population in terms of:
 - Recruitment, retention, training and promotion
 - Capability, disciplinary and complaints

- We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.
- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school

We eliminate discrimination by:

- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success



- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Iver Heath Junior School is seen as a community school within our local community.
- Ensuring that equality and diversity are embedded in the curriculum and in all school activities.
- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- Overseeing the implementation of the Equality Policy.
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying.
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school.

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying



- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our student council, governing body and staff team
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing body has a watching brief regarding the implementation of this policy The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity and Inclusion Policy

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty, the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

We are ACHIEVERS! **We are a COMMUNITY!** **We are PROUD!** **We are INCLUSIVE!**



- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information as part of the feedback from parent surveys.

The school identifies any equality training needs within our staff from Performance Management meetings. These needs will be addressed as part of our continuing professional development, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

At Iver Heath Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1: To raise levels of attainment and progress in all pupils equally.
Objective 2: To provide a stimulating learning environment that engages all pupils; recognises what makes them an individual and work to reflect these elements in our school culture and learning journeys.
Objective 3: To identify and celebrate all the features that make each member of the school community the same and different so that we can be the best that we each can be.
Objective 4: To review levels of pupil engagement in all elements of school life to ensure equity and fairness in access and engagement.