

Juniper Hill School

Equality, Diversity, Inclusion Policy and Objectives (including annual report on the progress the school has made towards meeting the objectives)



Kindness Enjoyment Achievement

Written in March 2024	Agreed by Governing Body on 19 th March 2024 Reviewed March 2025 and March 2026	Final review March 2027 – New objective will be written / current objectives amended
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Juniper Hill School is committed to showing kindness and respect to all members of our community. We teach children about diversity and celebrating differences. We aim to achieve this as part of our school culture and within our school curriculum.

We work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between 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

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1

Our duties under the Equality Act also 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.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Juniper Hill School we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- 🏠 Accessibility;
- 🏠 behaviour / relational policy;
- 🏠 anti-bullying;
- 🏠 uniform;
- 🏠 recruitment;
- 🏠 relationships and sex education;
- 🏠 SEND;
- 🏠 home-school agreements.

Juniper Hill's Approach

Our approach to equality is based on our school values.

1. **RESPECT** - We recognise and respect differences.
2. **COMMUNITY** - We promote positive attitudes and relationships, and a shared sense of belonging.
3. **COURAGE** - We aim to address inequalities and act to reduce and remove barriers that already exist.
4. **CURIOSITY** - We encourage the children to be curious about other cultures within our community and around the world.
5. **INDEPENDENCE** – We aim to equip Juniper children with the skills needed to independently make the ‘right choices’ in a diverse world.
6. **CREATIVITY** – We will be creative in our teaching and identify opportunities to educate the children about cultural diversity.

School Profile - Equality Information – March 2024

Number of pupils on roll at the school: 419

Age of pupils: 4 to 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)

Pupils with Special Educational Needs (SEN)

Disadvantaged group

Pupils with English as an Additional Language (EAL)

Young carers

Looked after children

Other vulnerable groups

Race/Ethnicity	% of children March 2024	% of children March 2025	% of children in March 2026
White - British	81.1%	80.4%	78.9%
White and Asian	3.8%	3.8%	3.7%
Pakistani	2.1%	2.1%	2.1%
Indian	0.9%	1.0%	0.93%

White and Black Caribbean	1.7%	1.6%	1.6%
White and Black African	0.5%	0.5%	0.5%
Black African	0.5%	0.5%	0.5%
Any other White background	2.1%	2.1%	2.1%
Any other mixed background	3.1%	3.1%	2.1%
Any other Black background	0.2%	0.2%	0.2%
Any other Asian background	1.2%	1.2%	1.2%
Any other ethnic group	1%	1.0%	0.93%
Refused	0.5%	0.5%	0.5%

Other groups within the Juniper	% of children March 2024	% of children March 2025	% of children March 2026
Pupils eligible for Pupil Premium Funding	8.3%	9.7%	11%
Pupils with Special Educational Needs (SEN)	EHCP 2.2% SEN Support 10%	EHCP 2.8% SEN Support 11.6%	EHCP 3.4% SEN Support 9.0%
Pupils with English as an Additional Language (EAL)	4.5%	4.5%	4.2%
Young carers	3.6%	3.6%	1.4%
Looked after children	1%	1.9%	1.8%

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 Juniper Hill 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

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:




- 🏠 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.
- 🏠 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 Juniper Cabinet, governing body and staff team.
- 🏠 We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities







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 they are responsible for meet the expectations set out in the home-school agreement.

The governing body is responsible for ensuring that:

-  Provide strategic direction to ensure equality, diversity and inclusion are embedded across all aspects of school life;
-  Ensure the school meets all statutory duties under the Equality Act 2010, including the Public Sector Equality Duty;
-  Champion an inclusive culture where all pupils, staff, parents and visitors feel valued and respected;
-  Carrying out equalities impact assessments on all other policies;
-  Reviewing 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;
-  Making sure equality objectives are set, monitored and publicly reported as required.

The headteacher and senior leaders are responsible for:

- 🏠 Ensuring the curriculum reflects diversity and promotes equality of opportunity;
- 🏠 Support staff to deliver inclusive teaching that meets the needs of all learners;
- 🏠 Monitor pupil progress and outcomes to identify and address any equality gaps;
- 🏠 Ensure all staff receive appropriate training on equality, diversity and inclusion;
- 🏠 Promote a workforce culture where discrimination, harassment and victimisation are not tolerated;
- 🏠 Ensure recruitment, selection, promotion and professional development processes are fair and inclusive;
- 🏠 Promote positive relationships with parents/carers and the wider community, ensuring they are informed about the school's commitment to EDI;
- 🏠 Ensure information is accessible to all, including through translation, alternative formats or reasonable adjustments when needed;
- 🏠 Encourage pupil voice, ensuring diverse perspectives contribute to school decision-making.

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.

We foster good relations by:

- 🏠 Ensuring that Juniper Hill School is seen as a community school within our local community;
- 🏠 Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

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:

-  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 Juniper Hill 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.

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

Juniper Hill School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- 🏠 The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found in the anti-bullying policy.
- 🏠 The Grievance Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff
- 🏠 The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

In order to further support pupils, raise standards, provide opportunities and ensure Juniper is an inclusive setting we have set the following objectives: -

Identified concern with evidence Equality objective	Actions for improvement with timescales	Staff responsible	Success criteria	Review
<u>Objective 1</u> To raise educational standards and opportunities for those with protected characteristics. To ensure Juniper is a welcoming and inclusive school with equality of opportunities for all (This objective was set in March 2023, as part of our	To date Juniper has: combined a list of the children with protected characteristics and identified the different opportunities the children have. Next steps,	Claire Garnett Lauren Long The Juniper Team	All children with protected characteristics receive a rich, full, educational experience full of opportunities.	<u>Review March 2025</u> The school has a protected characteristics list. This is reviewed annually. Opportunities we have provided for the children include: 🏠 Trips to Wycombe High School to read to Year 13 Reading Mentors

<p>annual equality objectives review, this is still relevant)</p>	<p>To regularly monitor the list to ensure the children are receiving a rich educationally experience at Juniper and to look to develop different opportunities. To collate assessment data on the pupils.</p>			<ul style="list-style-type: none"> 🏠 A trip to Norden Farm to see a Christmas show 🏠 Ranger Days in Year 4 – working with the Children Rangers. 🏠 Various school trips and visiting speakers 🏠 Opportunity to represent the school at various sporting events. <p>Review March 2026 The school has updated the protected characteristics list and the vulnerable children list. We continue to provide opportunities for our children. This has now been extended to our Nest children (SEMH Unit). The children go to Odds Farm, the library, the Christmas Pantomime and swimming weekly during the spring term. We have an active, engaged Inclusion Governor We continue to provide a rich, ambitious curriculum for our children, this is evidenced during learning walks.</p>
<p><u>Objective 2</u> The Juniper Team haven't received training on LGBT (Lesbian, Gay, Bisexual and Transgender) issues / how to</p>	<p>CPD has been booked with David Church (Director – Queer Education Consulancy)</p>	<p>Claire Garnett Sally Averill Feedback from all stakeholders.</p>	<p>After the training, staff report they feel confident to use the correct terminology, understand issues</p>	<p><u>Review March 2025</u> The Juniper Team report they are confident at using the correct terminology, and valued the training from David Church.</p>

<p>support children. The school hasn't, as yet, written a LGBT Policy</p>	<p>+ a whole school staff meeting. 24th April 2024</p>		<p>facing LGBT and feel they have the skills to support pupils.</p> <p>The school has the knowledge to write an LGBT Policy, this is shared with all stakeholders and agreed with the full Governing Body.</p>	<p>We discussed as part of the training the needed for an LGBT policy, it was felt we can address this as part of this policy and a separate policy is not required. Additional actions for us to work on:</p> <ul style="list-style-type: none"> 🏳️‍🌈 Proud to be me day 🏳️‍🌈 Purchase books to support learning 🏳️‍🌈 Update this policy to reference LGBT 🏳️‍🌈 Include information as part of the visitor's code of conduct and information on website, to ensure all children and LGBT families feel included and welcome at Juniper. <p>Review March 2026 The school has purchased books about same sex families to use in PSHE lessons to support learning Our website is welcoming and inclusive. We have yet to run a proud to be me day.</p>
<p>Objective 3 To close the attainment and achievement gap in reading for PP students and those with SEND, looked after children and</p>	<p>Juniper is leading the Reading Project within our Liaison Group. We are promoting the love of reading by:</p>	<p>Lauren Long Danielle Kent Claire Garnett</p>	<p>For all disadvantaged children to be achieving ARE, or above in their termly</p>	<p>Review March 2025 Disadvantaged pupils data report 2023 – 2024 <i>Attainment in reading has increased compared to 2023 for both disadvantaged (64% meeting the expected</i></p>

<p>students from different ethnic groups. (linked to 3-Year Pupil Premium Strategy)</p>	<p>Holding book swaps; Welcoming an author visit on World Book Day; Taking groups of children to Wycombe High School to read monthly to their sixth form Reading Mentors; Gifting children books; Hearing the children read etc The project started in Nov 23 and will run until the end of the summer 24.</p>		<p>reading NFER assessments (where appropriate). To leave Juniper Hill School with a reading age in line with, or above their chronological age (where appropriate).</p>	<p><i>standard) and non-disadvantaged (80% meeting the expected standard) pupils. Attainment in writing increased for non-disadvantaged pupils to 79% meeting the expected standard but remained at the same level as 2023 for disadvantaged pupils with 60% meeting the expected standard. Attainment in maths remained the same for both groups with 81% of non-disadvantaged and 61% of disadvantaged pupils meeting the expected standard.</i> <u>Summary</u> <i>Juniper's disadvantaged pupils performed incredibly well in 2023-2024 both compared to that seen nationally and against other, non-disadvantaged pupils at the school.</i></p> <p>Review March 2026 Disadvantaged pupils data report 2024-2025, attainment in reading has improved significantly compared to 2024 for both disadvantaged and non-disadvantaged pupils. 70% of disadvantaged pupils and 90% of non-disadvantaged met the expected standard. As a result, the attainment gap has reduced to 11%, down from</p>
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				14% the previous year, reflecting positive progress in supporting disadvantaged pupils in reading.
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Equality Impact Assessments

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.

Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>