



Equality Information & Objectives

- **This document is the Equality Information & Objectives at Greatstone Primary School**
- **This policy was reviewed and adopted during the Spring Term 2019 after consultation with Staff & Governors**
- **It was approved by the Governing Body in Term 4 2019.**
- **The Equality Information will be updated and published at least every year. Next review Spring 2020.**
- **Equality Objectives will be reviewed every 4 years. Next review Spring 2023.**

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Greatstone Primary School – Equality Information & Objectives

Greatstone Primary School is a fully inclusive school and Nursery with a mission of working together to achieve the best for all children. The Governing Body, the Senior Leadership Team and all other individuals within the School community are committed to the elimination of discrimination and to the advancement of equality in every aspect of school life. This is a continuing commitment that extends from working in partnership with parents to help pupils to achieve their full potential out to the School's immediate community and beyond. Responsibility is considered to be joint and several, and is non-delegable.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. 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 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, 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 headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

4. Eliminating discrimination

The school 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 and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

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

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people which 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
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will use nine principles noted below:

Principle 1 - All Learners Are of Equal Value

We accept all learners and potential learners, and their parents and carers as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

Principle 2 - Recognition of and Respect for Difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must nevertheless, take account of differences of life-experience, outlook and background, and in the kinds of prejudice that people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men are recognised
- religion, belief or faith background
- sexual orientation
- gender identity
- pregnancy/maternity, and, in relation to employment, age and marriage/civil partnership

Principle 3 - Positive Attitudes and Relationships and a Shared Sense of Cohesion and Belonging

- We intend that our policies, procedures and activities should promote:
- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-based bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and gender-identity based harassment

Principle 4 - Good Equalities Practice in Staff Recruitment, Retention and Development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment or promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual orientation or gender identity
- in respect of pregnancy/maternity, age and marriage/civil partnership

Principle 5 - Reduction and Removal of Inequalities and Barriers that Already Exist

in addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist in relation to:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- sexual orientation
- gender identity

Principle 6 - Consultation and Involvement

We engage with arrange of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. As appropriate, we consult and involve groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- gender
- gender identity
- ethnicity

Principle 7 - Society as a Whole Should Benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- gender

- gender identity
- ethnicity
- age

Principle 8 - Practices Based on Sound Evidence and Information

We maintain and publish from time to time, quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- religion/belief
- sexual orientation
- gender
- gender identity
- ethnicity

Principle 9 - Objectives

We formulate and publish from time to time, specific and measurable objectives, based on the evidence we have collected and the engagement in which we have been involved in relation to all areas listed above, taking into account national and local priorities and issues as appropriate.

We consider equalities action planning annually within the School Improvement Plan and the process of self-evaluation

6. Fostering good relations

The school aims 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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- 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, our Young Governors has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers 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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality Objectives

2018-19

Objective 1: Narrow the gap between attainment of boys and girls at KS2 as a combined score.

Why we have chosen this objective: Noticeable difference in the outcomes for boys and girls at the end of KS2.

To achieve this objective we plan to: Develop good quality first teaching; provide additional booster sessions for boys particularly; develop boy friendly curriculum topics and approaches.

Objective 2: Narrow attendance gap between Pupil Premium and Non Pupil Premium pupils.

Why we have chosen this objective: Noticeable gap in attendance between Non PP and PP pupils.

To achieve this objective we plan to: Identify vulnerable pupils, meet with parents to review attendance and address barriers for attendance, and provide comprehensive support to ensure attendance improves.

9. Monitoring arrangements

The governing body will update the equality information we publish, at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour
- Child Protection/ Safeguarding Policy
- SEND Policy