

Greenmount Primary School

EQUALITY INFORMATION AND OBJECTIVES

October 2022

1 Document Information

Title:	Equality Information and Objectives
Status:	Final
Current Version:	1.0
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Approving Committee:	Full Governing Body
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Approval Date:	18/10/22
Review Frequency:	Every 4 Years
Next Review	Autumn Term 2026

Version History		
Version	Date	Description
1.0	October 2022	Initial version

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3 Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

4 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](#).

5 Roles and responsibilities

The governing board 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is [xxxxxxxxxxxxx]. They 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
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

6 Eliminating discrimination

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

Where relevant, our policies will 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.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

7 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 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 extra-curricular activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

8 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 school council 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.

9 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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

10 Equality objectives

10.1 Objective 1

To monitor assessment data at regular intervals in order to ensure that children are not being disadvantaged by belonging to a protected group.*

Action:

- Careful tracking of attainment and progress for pupils with the "Protected Characteristics."
- Ensure reasonable adjustments are in place for these children.
- Where appropriate, work with outside agencies to achieve the best progress for our children.

Intended Impact:

- Children identified as requiring additional support will make progress that is in line with, or better than their peers.
- All children can fully access the curriculum.

*The Equality Act covers the same group that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are called the “Protected Characteristics.”

10.2 Objective 2

To ensure that all children are given similar opportunities with regards to after-school/ extra-curricular clubs and activities.

Action:

- To analyse the register of attendance and review with key leaders within school.
- To complete and review data from pupil and parent questionnaires.

Intended Impact:

- Attendance to afterschool/activity clubs will increase.
- All disadvantaged children will attend at least one club or activity during the year.
- All disadvantaged children will have an opportunity to represent the school before leaving in Year 6.

10.3 Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Action:

- Relevant training will be completed by all members of staff and governors with bespoke support during induction if required.
- To monitor and review data along with questionnaires from staff and governors after training events - ‘Even better if...’

Intended Impact:

- Training will be robust and reviewed regularly in order to suit the needs of the school.
- Data analysis will support the developing next steps of the school.
- All staff will be aware of their responsibility with regards to the equality act.

10.4 Objective 4

To promote attitudes and values that challenge discriminatory behaviour and language within our school, ensuring the use of non-stereotyped materials reflect accurately a range of cultures, identities and lifestyles.

Action:

- To work with staff to ensure the curriculum prepares children for life in a diverse society in which children are aware of a range of religions and cultures.
- To ensure that the curriculum allows children to celebrate diversity and are tolerant to other religious, cultures and groups of people within our society.
- To continue the development and delivery of PSHE/RSE across the school using pre and post assessment as a tool for monitoring progression and understanding.
- To ensure that whole school, class and year group assemblies allow opportunities to promote the British Values.

11 Monitoring arrangements

The Head teacher and Chair of Governors will update the equality information we publish, at least every year.

This document will be reviewed by the governing board and Head teacher at least every 4 years.

12 Link with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy
- Safeguarding Policy
- Anti-Bullying Policy