

Equality information and objectives statement for publication

1. Legislative Context

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.

2. Guidance

In line with The Equality Act 2010, this policy seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

3. Public Sector Equality Duty Statement

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

A detailed explanation of what the statement means in practice is given below.

MISSION STATEMENT

We aim to provide a learning environment where all children can achieve their highest potential and to foster a climate where all children, regardless of any differences, are treated equally, feel secure and can grow in confidence and self-esteem.

4. Roles and responsibilities

We believe that promoting equality is the whole school's responsibility: School Community

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 Headteacher is responsible for:

- Drawing up, publishing and implementing the school's equality objectives
- Making sure steps are taken to address the school's stated equality objectives
- Making sure the equality plans are readily available and that the governors, staff, pupils, and their parents/carers are aware of them
- Producing regular information for staff and governors about the plans and how they are progressing
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination, including prejudice related incidents
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school

The Senior Management Team is responsible for:

- Supporting the Headteacher as above
- Leading on actions to achieve our equality objectives.
- Ensuring fair treatment and access to services and opportunities.
- Ensuring that all staff are aware of their responsibility to record and report prejudice-related incidents.

All staff are responsible for:

- Promoting equality in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups
- Dealing with prejudice-related incidents and reporting any concerns
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities

The Headteacher is responsible overall for monitoring the recording of prejudice-related incidents.

5. 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 September.

6. Advancing equality of opportunity

Equality of opportunity at Greenbank Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of our school community – pupils, staff, governors, parents and community members.

We aim to promote equality of opportunity and good relations across all aspects of school life.

We do this by:

- Creating an ethos in which pupils and staff feel valued and secure;
- Building self-esteem and confidence in our pupils, so they can use these qualities to achieve their full potential and become rounded citizens of the wider community;
- Having consistent expectations of the pupils and their learning;
- Removing or minimising barriers to learning, so that all pupils can achieve;
- Ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and lesson planning;
- Actively tackling discrimination and promoting equality through our curriculum;
- Making clear to our pupils what constitutes aggressive and discriminatory behaviour;
- Ensuring class and school resources reflect society as a whole;
- Having clear procedures for dealing with discriminatory incidents and that these are understood by all;
- Ensuring that all pupils develop mutual respect through the school ethos, teachings and adult example.

These aims are designed to ensure that the school meets the needs of all of its community, taking account of the nine protected characteristics; race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Our Schools Commitment to Equality for all is by:

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential;
- Respecting and valuing differences between people;
- Preparing pupils for life in a diverse society;
- Acknowledging the existence of discrimination and taking steps to prevent it;
- Making the school a place where everyone, irrespective of a protected characteristic, feels welcomed and valued;
- Promoting good relations between groups within the school and the wider community;
- Ensuring that an inclusive ethos is established and maintained;
- Opposing all forms of discrimination and harassment;
- Being proactive in tackling and eliminating unlawful discrimination.

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

7. 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 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. 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

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.

9. Equality objectives

Objectives	Actions	Success Criteria	Outcomes
Celebrate diversity	Hold themed weeks to celebrate different race, religions, languages, faith weeks and global week.	Fewer incidents recorded	Eliminate discrimination, harassment, victimisation
Increase staff understanding of 'equality' and implications for all on a daily basis, through CPD	Regular updates & training at staff meetings. Staff provide support to pupils in line with training	All staff understand their roles with respect to the 'Equality Act' and the implications for their practice	Eliminate discrimination, harassment, victimisation
Make all reasonable adjustments so that all	The Inclusion Manager, Pastoral Care Manager	A clear policy is in place to ensure fair access to	Eliminate discrimination, harassment, victimisation

pupils, staff, parents/carers and visitors have access to school and all activities	and Counsellor all work to ensure that the needs of all pupils, staff and carers are met	opportunities for enrichment, leadership and personal growth and development. The school takes account of all disability issues and does all in its power to cater for the needs of its pupils, staff and carers	
Ensure fair access to the curriculum for those with different abilities/disabilities through promoting inclusive approaches to teaching and learning and the use of specialist equipment where necessary	Use a range of teaching pedagogies to stretch and challenge pupils of all abilities. Pupils have access to appropriate equipment as needed e.g. Wobbly cushions and other sensory equipment, dyslexic aids, ICT	All children have full access to the curriculum. All children are able to make progress	There is equal opportunities for all
To ensure equality of access to home learning during school closure / burst bubble due to Covid	A range of resources / teaching materials are available for all children if school closes or class bubbles burst. Resources are tailored to meet individual needs if required. SENDCO to liaise with families and teacher with regards to this. There are school digital devices available for use if needed	All children are able to continue learning at home if they need to.	There are equal opportunities, all children have access to appropriate - teaching and resources

Equalities Data

Equality information Summer 2024.

	Number	Percentage
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	(Children on roll - 451)	
Number of boys	227	50.3%
Number of girls	224	49.7%
Number of children in receipt of Pupil Premium	147	32.6%
Number of children on the SEND register	71	15.7%
Number of children with EAL	185	41%
Number of children from an ethnic minority	313	69.4%
Number of children Looked After by the Local Authority	1	0.2%

10.Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

11.Monitoring and Review

Progress towards meeting our equality objectives will be reviewed and reported on annually.

At least every four years, we will review our equality objectives, taking into account any changes in our school profile and other evidence of need.

Version Control

Review cycle: Annual basis or in the light of any relevant legislative changes or updated guidance

Next Review Date: Spring Term 2025

LCC Version	Date Amended	Amends/Actions	Date Adopted
	09/02/2023	Applied style formatting	Spring Term 2024