

Equality Information and objectives

Grange Community Primary School



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Contents

1. Aims	3
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity	4
6. Fostering good relations.....	5
7. Equality considerations in decision-making.....	5
8. Equality objectives.....	5
9. Monitoring arrangements	6
10. Links with other policies	7

1. 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

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 Local Governing Committee (LGC) 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, on our school website.
- › Ensure that the published equality information is updated every 2 years, and that the objectives are reviewed and updated at least every 2 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is our Chair of Governors, Helen Greengrass. They will:

- › Meet with the Headteacher, within the LGC monitoring week, 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 Local Governing Committee 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
- › Meet with the equality link governor every term to raise and discuss any issues
- › Identify 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.

4. Eliminating discrimination

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

Our school and Trust policies, where relevant, 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 staff briefings and Governor 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.

The Headteacher monitors equality issues and reports to the Local Governing Committee in the termly Headteacher Report. The Headteacher and Chair of the LGC liaise termly, during Governor monitoring week, regarding any issues and make senior leaders and governors aware of these as appropriate.

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 that may be suffered by people that are connected to a particular, protected characteristic they have.
- Taking steps to meet the particular needs of people who have a particular, protected characteristic.
- Encouraging people who have a particular, protected characteristic to participate fully in any activities

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

- Publish attainment data each academic year showing how pupils with SEND and different genders are performing in comparison with their peers, nationally.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information in the school's development plan.
- Make evidence available identifying improvements for specific 'groups' such as gender, SEND or racial background.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

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 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 and the CLUSP curriculum, pupils will be introduced to literature from a range of cultures.
- Holding Values assemblies referring to our school values of: FAIRNESS, KINDNESS, RESPECT. On occasion, pupils (such as the School Council) 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 and the local community, should they arise. We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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:

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

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded as part of 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

Objective 1

Each year, train all members of staff and Governors on the Equalities Act and how due consideration should be given to protected characteristics when making decisions. This will be presented in the context of organizing and risk assessing trips and activities.

Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

To ensure all Governors and Staff have a better understanding of the Equalities Act and how it should impact on their decision making.

To achieve this objective we plan to:

- Provide staff training
- Provide governor training
- Update the school's trips and visit risk assessment document to ensure a section on Equalities and Protected Characteristics is completed for each activity and school trip.

- › Ensure reference is made to Equalities when making all school improvement decisions. This will be minuted in discussions at SLT and LGC meetings.

Progress we are making towards this objective:

Staff and Governors are regularly reminded of the Equalities Act and protected characteristics. The Headteacher reports on any Prejudice Related Incidents in the termly HT report to Governors.

Objective 2

Train Staff and Governors, involved in recruitment and selection, on equal opportunities and non-discrimination by the end of the next academic year (23-24)

Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

To ensure all Governors and Senior Staff involved in recruitment consider the Equalities Act and how it should impact on their decision making.

To achieve this objective we plan to:

- › Provide senior staff and Governor training
- › Refer to the Equalities Act when shortlisting candidates.
- › Interview panel will hold each other to account for their decision making, referring to the Equalities Act if necessary.

Progress we are making towards this objective:

Staff and Governors are regularly reminded of the Equalities Act and protected characteristics.

Objective 3

Ensure Equalities monitoring is included in Local Governing Committee's monitoring weeks each term so that discussions focused on equalities are included in visit notes.

Why we have chosen this objective:

Although regularly a consideration and reported in termly HT reports to Governors, explicit monitoring and minuted discussions relating to the Equalities Act are not regularly recorded and published.

To achieve this objective we plan to:

- › Include a focus on the Equalities action plan in Governor monitoring week. This will be led by the Headteacher and the Chair of the LGC.
- › Equalities Act visit notes will be made and reported to Governors in the full LGC.
- › Visit notes will be referenced in Governor minutes and will, therefore, be available to the public for scrutiny.

Progress we are making towards this objective:

- › Governors regularly consider the Equalities Act and protected characteristics in their decision making but this is not explicitly monitored or formally recorded.

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every two years.

This document will be reviewed by Local Governing Committee at least every 2 years.

This document will be approved by the Local Governing Committee.

10. Links with other policies

This document links directly to the following policies:

- [Accessibility plan](#)