

Equality Information & Objectives

Grindleton C.E. Primary School



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Approved by:	Full Governing Body
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1. Aims

Our School Aims:

Our school's core purpose is to prepare our children for their futures. To do this, we aim to:

- Create a safe, caring, stimulating environment, with a Christian ethos, in which all individuals can thrive
- Value each child as an individual
- Excite and challenge each child to do their very best, encouraging a love for and an enjoyment of learning
- Deliver a high standard of education, helping all children to acquire the knowledge, understanding, skills and attitudes which will enable them to enter adulthood successfully and to make progress towards reaching their full potential
- Deliver a high-quality curriculum which offers a breadth of experience and equality of opportunity for all children
- Help all children develop strong moral values, respect for Christian values and an understanding of other races, religions and ways of life
- Develop a sense of awe and wonder; helping all children to understand the world in which they live, their responsibilities within it and supporting them to become confident individuals and responsible, caring members of the school and the wider community

Our Mission Statement:

"We aspire to great things, achieve much, love and care for each other and deliver a high-quality education in an inclusive and distinctively Christian environment."

The Aims of this Policy:

This policy outlines the commitment of all staff, pupils and governors at Grindleton C.E. Primary School to ensure equality of opportunity for all members of the school community.

Through the implementation of this policy, 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

Publication:

The Headteacher and Governing Body of the school are responsible for the content and implementation of this Policy.

The plan will be made available online on the school website, and paper copies are available upon request.

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Grindleton CE's commitment to Inclusion and Equality:

Our school is an inclusive school. We aim to treat all members of our school community fairly and with respect. This means not simply 'treating everybody the same', but instead understanding and tackling potential causes of inequality.

Part of this is making sure that all children feel included in our teaching and activities. We recognize that the delivery of a broad and balanced curriculum is the entitlement of every child. We seek to identify early any potential barriers to learning and participation children may have, so that these can be addressed and any potential for inequality in provision or outcomes avoided.

Our school actively encourages equity and equality. We believe that equality should permeate all aspects of school life and is the responsibility of every member of the school community. Discrimination of any kind – for example, on the basis of gender, race, creed, sexuality or ethnicity – will not be tolerated. We also seek to value and celebrate the achievements and strengths of all members of the school community.

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 (including on the school's website) 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 the implementation of this policy and for monitoring the achievement of the objectives set within it to the Headteacher

The Headteacher will:

- Ensure that staff and pupils are aware of this policy and of the objectives set out within it (Appendix A)
- Ensure that staff have had the necessary support and / or training to discharge their responsibilities as set out within this policy

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- Monitor the school's success in achieving the objectives set and report on this to governors on an annual basis
- Ensure due regard is given to the promotion of equality in the School Improvement Plan
- Demonstrate the values of mutual respect, openness and friendliness consistent with the aims of this policy and act as positive role model in their approach to all issues relating to equality
- Lead on providing a working environment in school free from discrimination, bullying, harassment and victimization and promoting an inclusive and collaborative ethos throughout the school
- Challenge any type of discriminatory, bullying behaviour and / or harassment

All School Staff have a responsibility to:

- Have regard to this policy and work to achieve the objectives set out in Appendix A
- Treat others with respect, contributing to the provision of a working environment in school free from discrimination, bullying, harassment and victimization
- Act as positive role models in their approach to all issues relating to equality, promoting an inclusive and collaborative ethos throughout the school and providing effective support for children with additional needs
- Challenge any type of discriminatory, bullying behaviour and / or harassment

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Staff and governors' responsibilities under the Equality Act are regularly re-visited. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

School policies include reference to the importance of avoiding discrimination and other prohibited conduct.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training on an annual basis.

5. Advancing equality of opportunity

In accordance with the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages experienced by people who are connected to a particular characteristic (e.g., pupils with disabilities)
- 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., supporting all pupils to be involved in the full range of school activities)

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

- Record attainment data internally, on at least a termly basis, for all pupils
- Analyse the above data to track pupils' progress and determine strengths and areas for improvement within the performance of different groups of pupils in our school (including, where appropriate, in comparison to National and / or Local Authority data to ensure that our pupils are making appropriate progress when compared to those in other schools)
- Record and analyse, on a regular basis, data from a range of other sources – i.e., Attendance, Behaviour, incidence of Bullying (including bullying linked to protected characteristics such as racist or homophobic bullying), Exclusions and Participation in the School's Wider Activities – to identify strengths / areas for improvement in relation to different groups of pupils in our school
- Implement actions in response to these identified strengths / areas for improvement, monitoring these actions and reporting on them to the Governing Body

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 the **British Values** of **Mutual Respect and Tolerance**, **Individual Liberty** and respect for **Democracy** and the **Rule of Law** through our curriculum provision
- Ensuring the delivery of our curriculum provides equality of access for all pupils and promotes positive attitudes towards equality and diversity – for example, by:
 - Developing pupils' understanding of a range of religions and cultures through our teaching of R.E.
 - Promoting friendship and the consideration of others through our teaching of Personal, Social, Health and Economic (PSHE)
 - Using materials that reflect a range of cultural backgrounds, without stereotyping
 - Using materials to promote a positive image of and attitude towards disability
 - Introducing pupils to literature from a range of cultures as part of the teaching of English
- Develop pupils' advocacy skills so that they can detect bias and challenge discrimination, helping promote justice and equality for all
- Working with our local community. This includes inviting leaders of local faith groups to speak to the children, and organising school trips and activities based around the local community – including partnership work with schools with contrasting socio-economic, ethnic and faith profiles where possible
- Having consistently high expectations for all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic
- Encouraging all pupils to consider the full range of career opportunities available to them, with no discriminatory boundaries placed upon them due to their disability, gender, race or sexual orientation etc.

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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
- Coincides with any religious holidays
- Has equivalent facilities for boys and girls

Where appropriate, 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.

A further example of Grindleton C.E. Primary School's consideration of equality in decision-making is our procurement processes. The school seeks to ensure that we only buy services from organisations that comply with equality legislation.

8. Monitoring arrangements

This policy will be evaluated and monitored for its impact on pupils, staff and the wider school community. This will include the evaluation of the actions taken to achieve the objectives set out in Appendix A of this document.

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

This document will be reviewed by the Governing Body at least every 3 years.

9. Links with other policies / plans

This document links to the following policies and plans:

- Accessibility Plan
- Pupil Premium Policy / Action Plan
- Teaching & Learning Policy
- SEND Policy / Action Plan

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Appendix A: Equality objectives

Objective 1:

To ensure effective inclusion for all pupils with SEND – including physical access to the school, provision for pupils' medical conditions, provision for pupils' individual needs and support to access the curriculum.

Rationale:

Grindleton C.E. Primary is already an inclusive school. However, the proportion of children with specific needs is above the national average. This includes children with complex needs and significant medical needs as well as increasing numbers of children with diagnoses for a wide range of specific learning barriers such as ASD.

To achieve this objective we plan to:

- Review the school's Accessibility Plan to ensure that all areas of the school are accessible to all children within our school.
- Provide additional staff training to ensure children's individual needs are met – both for individual children with complex needs and for children's needs which apply more widely across the school.
- Review the school's SEND Provision Map and increase the capacity within school to screen children who may potentially be SEND.

Additional planning for this objective will be available within the school's Accessibility Plan and the SEND Action Plan 2022-23.

Objective 2:

To further enhance the support / opportunities provided for pupils from disadvantaged backgrounds both to 'close the gap academically' and to increase their access / participation in extra-curricular and curriculum enrichment activities.

Rationale:

One impact of the Covid-19 pandemic nationally has been that the attainment 'gap' between pupils from disadvantaged backgrounds and their non-disadvantaged peers has widened. Historically, participation in 'wider' school activities has typically been less for children from this group too.

To achieve this objective we plan to:

- Close the attainment 'gap' between children from disadvantaged backgrounds and their non-disadvantaged peers through the provision of highly effective 'Quality First Teaching'.
- This will be supported by the rigorous use of 'Backwards Planning' and Pupil Progress meetings to ensure that every effort is being made to accelerate children from disadvantaged backgrounds' progress. Pupil Premium Provision Mapping will also be used to provide targeted support for children from disadvantaged backgrounds to participate in 'wider' school activities, including curriculum enrichment activities.

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- Where appropriate, targeted support – such as 1:1 or small-group support through the National Tutoring Programme or 'Catch-Up' provision within school – will further enhance the academic progress being made by children from disadvantaged backgrounds.
- Where required, enhanced pastoral or behaviour support will be provided also.

Additional planning for this objective can be found within the school's Pupil Premium Plan 2022-23.

Objective 3:

To enhance children's knowledge and understanding of different cultural and faith backgrounds leading to their increased appreciation of diversity and their deepened mutual respect and tolerance for others.

Rationale:

Whilst Grindleton C.E. Primary School is largely mono-cultural, this is not typical of all communities within East Lancashire. It is therefore important to support all our children to further develop the attributes of Mutual Respect and Tolerance in order to prepare them for the greater diversity they are likely to experience later in life, both in the next stages of their education and their adult lives.

To achieve this objective we plan to:

- Proactively instill the **British Values** of **Mutual Respect and Tolerance**, **Individual Liberty** and respect for **Democracy** and the **Rule of Law** through our curriculum provision. This will be achieved through a renewed focus on the teaching of British Values in all areas of the school's curriculum and the delivery of additional activities such as assemblies and work with other local schools and external partners to enhance this further.

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