

Equality Information and Objectives



'We can and we will'

GLEBE PRIMARY SCHOOL

Equality Information and Objectives

Mission Statement:

At Glebe School we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

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.

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents), which introduced the public sector equality duty and protects people from discrimination; <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](http://www.legislation.gov.uk/uksi/2011/2260/contents/made), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives; <http://www.legislation.gov.uk/uksi/2011/2260/contents/made>

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

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, and that they are reviewed and updated at least once every four years and this will be minuted by the clerk of the governing body;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head teacher;

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- At least one member will attend appropriate equality and diversity training;
- Ensure they're familiar with all relevant legislation and the contents of this document.

The Head teacher will:

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

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

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.

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

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 (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 clubs)

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

- Publish attainment data each academic year showing how pupils in different social groupings perform;
- 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).

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 Religious Education (R.E); Personal, Social, Health education (P.S.H.E); Relationships, Social and

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Health Education (R.S.H.E) 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;

- Promoting British values, through assemblies and classwork, such as: democracy, the rule of law, individual liberty, and mutual respect / tolerance of those with different faiths and beliefs;
- 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.

Responsibility

We believe that promoting equality is the whole school's responsibility.

The school endeavours to:

- a) Eliminate unlawful discrimination and other conduct that is prohibited by the Act;
- b) Advance equality of opportunity between people who share a protected characteristic and people who do not;
- c) Foster good relations between people who share a protected characteristic and people who do not.

To this end, measures adopted by the school include:

- (a) For pupils - implementation of policies including equal opportunities, special needs and/or disabilities, behaviour and anti-bullying;
- (b) Ensuring that the curriculum includes P.S.H.E, R.S.H.E, R.E and other elements that promote friendship and understanding about cultures and lifestyles;
- (d) Employing specialist staff to support pupils with special needs or disabilities, and implementing the school's disability access plan;
- (e) The monitoring of the welfare of pupils, with intervention and support where required;
- (f) taking steps to meet the particular needs of pupils that have a protected characteristic.

The responsibilities of various elements of the school community are as follows:

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School Community	Responsibility
Governing Body	<ul style="list-style-type: none"> • To ensure that an appropriate equal opportunities policy is produced and reviewed at least every four years. • Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. • Monitor and evaluate the effectiveness of the equalities plan annually.
Head teacher	<ul style="list-style-type: none"> • To support the governing body in the discharge of their responsibilities. • Promote key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. • Ensure that staff have appropriate skills to deliver equality, including pupil awareness. • Ensure that all staff are aware of their responsibility to report prejudice related incidents. • Ensure that appropriate action is taken if prejudice related incidents occur.
Senior Leadership Team	<ul style="list-style-type: none"> • To support the Headteacher in the discharge of his/her responsibilities. • Ensure fair treatment and equal access to opportunities within school. • Ensure that all staff are aware of their responsibility to report prejudice related incidents. • Ensure that appropriate action is taken if prejudice related incidents occur.
Teaching Staff	<ul style="list-style-type: none"> • Contribute to the delivery of the right outcomes for pupils. • Uphold the commitment made by the school to pupils and parents/ carers on how they can be expected to be treated. • Contribute to the delivery of an inclusive curriculum. • Report prejudice related incidents so that incidents can be reviewed and action taken where necessary.

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Support Staff	<ul style="list-style-type: none"> • Contribute to the delivery of the right outcomes for pupils. • Uphold the commitment made by the school to pupils and parents/ carers on how they can be expected to be treated. • Report prejudice related incidents so that incidents can be reviewed and action taken where necessary.
Parents/Carers	<ul style="list-style-type: none"> • Familiarise themselves with the school's equality policy and support this by promoting a positive attitude towards equality at home. • Encourage their child to report prejudice related incidents to a member of staff. • Work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in. • Respect and follow the culture of equality when visiting the school.
Visitors	<ul style="list-style-type: none"> • Respect and follow the culture of equality when visiting the school.
Pupils	<ul style="list-style-type: none"> • Support the school to achieve the commitment made to tackling inequality. • Uphold the commitment made by the school on how pupils and parents/ carers, staff and the wider community can be expected to be treated. • Report prejudice related incidents to a member of staff. • Set a good example regarding behaviour and social awareness to their peers and younger pupils.

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.

Equality objectives

Objective 1: Undertake an analysis of recruitment data and trends, with regard to: race, gender and disability, annually, and report on this to the staffing and pay sub-committee of the governing board.

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Objective 2: *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.*

Objective 3: *To increase the number of disadvantaged children accessing the subsidized after school extracurricular clubs.*

Monitoring arrangements

The Governing Body will monitor the performance of social groups, using the school's data, every year.

This document will be reviewed by the Curriculum and Policy Sub Committee at least every 4 years.

Written: March 2020

To be reviewed: March 2024