

Equality Information and Objectives Policy



GILES BROOK SCHOOL

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1. Aims

Giles Brook Primary 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

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

Giles Brook School 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 our equality information is available upon request and 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 Anita Vidal. She will:

- Meet with the designated member of staff for equality twice a year 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 amongst 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 amongst staff and pupils
- 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.

4. Eliminating discrimination

Giles Brook 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.

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

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, we aim 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 school societies)

In fulfilling this aspect of the duty, Giles Brook School will:

- Make attainment data available 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)
- Provide, at request, further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own 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, 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, using Restorative Practices to resolve issues or conflicts; 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

7. Equality considerations in decision-making

Giles Brook 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

We actively consider our equality duties and ask ourselves relevant questions relating to the above points. This is discussed at the same time as the risk assessment when planning school trips and activities. The record (Evolve) is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

- ***To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion.***

Why we have chosen this objective:

To keep equality at the forefront of our curriculum topics.

To achieve this objective we plan to:

- ❑ *Ensure that subject leaders will monitor and evaluate the planning and resources on a yearly basis*

Progress we are making towards this objective:

Last academic year an audit of topics relating to famous/influential black people was taken to ensure that every year group are including positive black role models in our curriculum RE has continued remotely during school closure to ensure different faiths and beliefs are taught to all children

PE sessions are adapted to accommodate individual abilities and physiotherapy advice sheets are shared with adults leading these sessions so the exercises can be incorporated into the sessions

Objective 2

- ***To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their gender, colour, race, age, ethnic or national origin, disability or religious beliefs.***

Why we have chosen this objective:

We have over 33 languages listed on our school roll and this does not include the staff. We need to communicate with staff, families and children regarding a variety of school, and community, related issues and so it is imperative that all stakeholders are able to understand any communication that they receive.

To achieve this objective we plan to:

- ❑ *Know the language acquisition of our families, children and staff so that we can amend, translate and adapt the presentation of the information we need to share so that there is a good understanding of its content*

Progress we are making towards this objective:

Face to face meetings are had with staff to ensure they have understanding of the information being shared
Use of translation apps for parents/guardians of pupils with no English language acquisition
EMASS support and advice when needed
Part-time language TA supporting identified pupils in their language acquisition and supporting teachers in target setting for focussed interventions

Objective 3

- ***Narrow the attainment gap between those children in receipt of Pupil Premium and those who are not.***

Why we have chosen this objective:

If children are from low-income households or are Looked After, this should not mean that they perform academically, socially or emotionally lower than their peers'

To achieve this objective we plan to:

- ❑ *Identify, discuss and monitor pupils termly with class teachers during pupil progress meetings*
- ❑ *Foster positive relationships with the parents/guardians so that we have a trusting and open line of communication and can support any area of need when/if needed*
- ❑ *Provide resources for home learning e.g. Chromebooks, Numicon,*

Progress we are making towards this objective:

This objective has been monitored termly for several years and has been successful in reducing/closing gaps or in identifying other areas of need that we can provide support for e.g. SEND

Objective 4

- ***To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.***

Why we have chosen this objective:

We set expectations, and believe, that every pupil will achieve their full potential at Giles Brook regardless of race, gender and disability. These characteristics are closely monitored to ensure no gaps or trends impact on this expectation.

To achieve this objective we plan to:

- ❑ *identify, monitor, compare and analyse any potential learning gaps termly*

Progress we are making towards this objective:

SEND pupils are discussed termly through SEND surgeries, and parents/guardians participate in person centred reviews to produce termly targets. SEND registers are updated

termly to reflect pupils' primary needs. We work closely with external agencies for advice. Race and gender comparative attainment data is monitored termly and any gaps or trends are shared and addressed successfully.

Objective 5

➤ ***To ensure the school environment is accessible to all pupils, staff and visitors***

Why we have chosen this objective:

We have staff, pupils and parents/guardians with varying levels of physical ability (short term and/or long term) and it is important that they are all able to feel included and comfortable at, and around, our school at all times

To achieve this objective we plan to:

- Continue to review and update our Accessibility plan*
- Consider movement around school when planning activities*
- Ensure that the school Health and welfare safety checks are weekly and any actions need to be taken are recorded in the office and acted upon*
- Ensure that Termly health and safety checks are recorded in the main office and reported to/completed with the health and safety Governor*

Progress we are making towards this objective:

We have made, and will continue to make, improvements and repairs inside and outside our school building as and when required in a timely manner.

9. Monitoring arrangements

The Equality Lead will update the equality information we make available for sharing at least every year.

This document will be reviewed by the Governing Board at least every 4 years.

This document will be approved by our Governing Board.

10. Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment

Health and Safety

SEND policy

Teaching and Learning

Staff Information handbook