



# **Equality Information Policy (including Equalities Objectives)**

Approved by Gledhow Primary School Governing Body – July 2024

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## 1. Aims and Guiding Principles

### Aims

Gledhow Primary School strives for success through our vision of 'be adventurous' and the key values of being responsible, ambitious and resilient. We know we cannot achieve the vision and values unless every student and member of staff feels valued and respected. We aim to create an environment that values and promotes respect for difference and diversity and allows all to achieve their full potential and to derive maximum benefit from attendance at our school.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of;

- age (*as appropriate for schools*);
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion and belief;
- sex;
- sexual orientation

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct 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.

### Guiding Principles

This policy is underpinned by the seven guiding principles of equality:

#### **Principle 1: All members of the school and wider community are of equal value**

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or socio- economic circumstances
- whatever their gender and sexual identity
- whatever their religious or non-religious affiliation or background
- whatever their age



## **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook, background, and the kinds of barrier and disadvantage which people may face, in relation to

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender and sexual identity so that the different needs and experiences of girls and boys, women and men, lesbian, gay, bisexual and transgender people are recognised;
- religion belief or faith background;
- age (where appropriate).

## **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, or national origin, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between people of different sexes, genders and sexual orientations, and an absence of sexual, homophobic and transphobic harassment
- promote positive intergenerational attitudes and relationships.

## **Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, or national origin;
- whichever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity;
- whatever their age

## **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;



- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- people of different sexes, genders and sexual orientations;
- those of different ages (where appropriate)

### **Principle 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;
- people of different sexes, genders and sexual orientations;
- people of different ages and generations.

### **Principle 7: We feel that the community as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys,
- people of different sexes, genders and sexual orientations;
- people of different ages and between generations.

In addition to our aims and guiding principles, from Autumn 2024, Gledhow Primary School has pledged its commitment to securing the RED award for Respect, Equality and Diversity. This is an award designed by the Red Kite Learning Alliance schools and is extremely comprehensive in its scope. We see this as a challenging framework which will ensure we are not just complying with our public sector equality duty but are taking all steps to promote a fully inclusive school where all feel part of our 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 board will:**

- Ensure that the Equality Information Policy and Equality 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 reviewed 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 Sarah Finnigan. They will:**

- Meet with the designated member of staff for equality and other relevant staff members across the academic year, 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 among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

#### **The designated member of staff (Katy McKenna) as Equalities Lead will:**

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.

#### **All staff will:**

- promote an inclusive and collaborative ethos in our school.
- challenge and deal with any prejudice-related incidents that may occur.
- identify and challenge bias and stereotyping in the curriculum.
- keep up-to-date with equalities legislation relevant to their work.
- ensure that pupils have the opportunity to have their voices heard with regards to equality issues.
- apply this policy and to work to achieve the objectives 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. 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 and through staff training.

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

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs.
- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum.
- prejudices reflecting sexism, homophobia and transphobia.

There is guidance in our Positive Behaviour and Anti-Bullying policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority the numbers, types and severity of prejudice-related incidents at our school and the actions taken.

## **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 suffered by people that 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, the school will:

- Analyse the data referenced above to determine strengths and areas for improvement associated with particular protected characteristics that could affect our pupils; implement actions in response and present this information.



- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying.)

## 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, 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. We regularly use Picture News which promote empathy towards others and a celebration of the diversity in our world.
- Diverse texts and inspirational people have been identified across the curriculum in all year groups on the Long-Term Plan which usualises diversity, weaving it into the fabric of our school curriculum. As such Gledhow has developed a curriculum where diversity is usualised and constant. 'Usualising diversity has significant power in relation to all forms of diversity issues. For example, teachers should not create 'shrines to gay people' in the corners of their classrooms but rather to ensure LGBTQ+ people are represented alongside others; integrated; ever-present. (Bennie Kara, Diversity in Schools, 2020).
- We hold phase assemblies dealing with relevant issues. This will include weekly lessons based on a key text. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- We work with our local and wider community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community. At other times, webinars will connect our pupils with a diverse range of people to enrich their learning experience.
- 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
- All staff are responsible for developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. Such links also support our staff training.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## 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

## **8. Equality objectives**

### **Objective 1**

To ensure that all our students have equal access to an appropriately challenging curriculum, which will lead to social mobility and employability.

To achieve this objective we plan to: design a curriculum that further reflects our pupils and community. This includes the teaching of the 9 protected characteristics and British Values through collective worship. The purchase and creation of a programme is required. Through the use of Picture News and current affairs assemblies pupils will understand the diverse world we live in. Our choice of curriculum texts and visitors will be broader which will require further analysis of the curriculum in years to come. There are high aspirations and support for all pupils to make good progress and achieve well. Progress is monitored to identify any gaps between different learner groups. Targeted interventions are implemented to address additional barriers to learning, or where achievement gaps are identified.

### **Objective 2**

To further develop our school community's knowledge of all protected characteristics through engaging and relevant training and resources.

To achieve this objective we plan to: continue our work with Diversity Role models to increase staff knowledge and confidence about the teaching of the protected 9 characteristics. Build upon our staff twilight training this year focusing further on the areas identified. Red Award progress and actions to be shared with all stakeholders. Displays identified and put up in and around school and a page to be created on the school website. Pupils are given opportunities to experience and value cultural diversity. They are supported to develop as open-minded, respectful, compassionate and responsible global citizens who champion equality in its widest sense.

### **Objective 3**

To have clear processes for reporting, recording and analysing participation, sanctions and rewards. This will support in the identification of issues surrounding equality and diversity, allowing for early intervention.

To achieve this objective we plan to: be able to confidently and accurately articulate equality of opportunity for all. This includes analysing current and new data to identify how we offer equality and diversity around reward areas such as behaviour, attendance, celebration assembly as well as tracking the opportunities all pupils are getting in areas such as sport, enrichment clubs and representing the school. There is effective



support for the personal development of all pupils. This includes helping all pupils to develop positive behaviour and personal traits, and to participate fully in school life. There is enhanced provision for the transition, induction, support and transfer of pupils with additional vulnerabilities or barriers to learning, including those with protected characteristics.

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, (described in sections 4 to 7 above), at least every year. This document will be reviewed by the Governing Body at least every 4 years. This document will be approved by the Governing Body.

## **10. Links with other policies**

This document links to the following policies:

➤ Accessibility plan

- Positive Behaviour policy
- SEND policy
- Anti-bullying policy