

# Equality information and objectives

## Grayrigg CE Primary School



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### 1. 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

### 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 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
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is **Sally Seddon** who will:

- Meet with the designated member of staff for equality annually, 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

All teachers 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**

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. 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 this is revisited annually (July)

## **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 which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

## **6. Fostering good relations**

The school aims to foster good relations between all children and adults involved in school life by:

- Promoting school's core values through all aspects of school life. Through RE, PSHE and all other aspect of the curriculum. In particular, children are taught about the values of respect, justice and tolerance through literature.
- Through The Ethos Crew who will run annual ethos days including at least one focusing on diversity through the Church of England vision for education - promoting both community and dignity.
- Through links with local charities- in particular Manna House, Kendal working within in our curriculum to support such charities.
- Through working with Age UK and the Men in Sheds project to foster positive relationships between younger and older members of our community.
- Through the Mini Police work - with a session for parents about critical thinking on social media in line with the prevent agenda.
- Working with people from beyond our immediate environment and ensuring children have the opportunity every two years to visit a multicultural environment to assist them in understanding our country as diverse.
- Offering inclusive after school clubs.

- Developing 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 will keep 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.

## 8. Equality objectives

Our equality objectives have been written with the Ethos Crew and Leaders who wrote to the school governors about what they felt should be included.

The objectives are visionary, however, are broken down into smaller measurable targets to ensure school leaders can be held to account. School believes that by involving the children in this process there is a greater outcome - that children will understand the importance of equality for the future and the long term impact (albeit immeasurable) will be high for all children who have attended Grayrigg School during their primary years.

### AREA 1: How people should be treated.

- i. **Everyone to be treated fairly**
- ii. **Everyone to be respected, valuing the views and beliefs of others unless they are discriminative**
- iii. **Children to be given the skills to challenge discrimination in a peaceful way.**

This is important and is rooted in the school's values. It can be achieved by ensuring:

- a. All Ethos Leaders and staff are EXPECTED to uphold and model ALL the school's values.
- b. Annual Ethos Day celebrating dignity led by the Ethos Leaders to promote celebration of individuality.
- c. Online safety to include critical thinking with Mini Police running a session for parents about critical thinking linked to the prevent agenda.
- d. Children to be provided with opportunities to meet people from specific groups who they may not normally meet within their locality - to work towards eradicating ignorance that can be exploited.
- e. History curriculum to promote opportunities to learn about individuals who have made a difference standing against discrimination through their words and actions e.g. Rosa Parks, Martin Luther King, Stephen Hawkins, the suffragettes, William Wilberforce, Sir Nicholas Winton, Nelson Mandela, Florence Nightingale, Amelia Earhart, Gandhi - this list is not exhaustive.
- f. Literature that allows children to consider how people can be treated unfairly and how people can make a difference - see appendix A for a list of literature that current Ethos Leaders (2019) have made for books every child should have the opportunity to read in their time at Grayrigg School.

### AREA 2: How our environment promotes equality.

- i. **Make our environment welcoming to everyone**

**ii. Make changes to ensure our environment works for everyone who uses it.**

These objectives will need evaluating at least annually and with every new pupil or adult who engages with our environment:

- a. School leaders and class teachers will evaluate any changes required with each new person (adult or child) who joins the school team. When required, changes will be planned and actioned in a timely manner and records of changes kept.
- b. Class teachers will evaluate their classroom environment and curriculum at the start of each academic year to ensure it meets the needs of all learners.
- c. Class teachers will meet with parents of all children and work with them to make any specific changes to ensure the school environment is enabling for all needs and requirements.
- d. Class teachers to promote independence and enable children to access and engage with what they need independently - planning to ensure the children are enabled to articulate or express their needs or requirements to others beyond the school environment.
- e. Whenever appropriate Ethos Leaders and Ethos Crew to be trained and supported to assist in ensuring the environment is updated for their friends and younger children - this may not be formal training but a modelled understanding e.g. children recognising that a friend may need help memorising a poem because they are dyslexic or understanding that their behavior may be having a negative effect on another child and adapting this - it may be as simple as swapping places with a friend who is left handed so their arms don't get in each other's way.
- f. All resources to be adapted for specific learners as and when required.

**AREA 3: Opportunities for all**

**i. All opportunities offered by school, whether job vacancy, learning, residential visits, will be available to all who meet the criteria**

This may include, for example, the KS2 residential - which must be made available to all in KS2 who wish to attend and school should work with parents to make reasonable adjustments.

- a. School to work with parents to ensure the London and York residential visits can be accessed by all children and work with appropriate agencies to make this work e.g. working with the visual impairment team to ensure that staff are trained to support a child with visual impairment on a city residential - specific adaptations will be recorded as part of the risk assessment process.
- b. Recruitment processes to be evaluated and observed by equality governor - particularly short listing.
- c. After school club arrangements to be adjusted to meet the needs of pupils, ensuring children with specific needs or requirements can access the age appropriate clubs - separate risk assessments may be required.

**AREA 4: Language**

**i. No tolerance will be shown to prejudicial language - all members of school community to consider the language they use and to ensure they understand what they are saying.**

**ii. All members of the school community to be confident to challenge any language they believe promotes inequality.**

This is an object the children felt passionate about including as, in their words, "children sometimes use language they have heard but don't really understand what it means and how it makes others feel and that sometimes words can have different meanings and it is about understanding how you say them, more than what you say."

- a. Children to know that if they hear something that concerns them they can come to a teacher or member of staff and it will be not be dismissed.
- b. If any such language is to be used that class teachers will plan for this to be discussed in an age appropriate manner.
- c. For PSHE days to offer age appropriate opportunities to discuss hurtful language and how language can be used (verbal, written, online etc) and for children to be supported to verbalise if they find the language another uses to be unpleasant or hurtful and to ensure they know who to talk to if this sort of language continues.

- d. Ensure staff training, particularly around the local prevent issues, is updated to ensure that staff recognise language associated with specific groups and discrimination.

## **9. Monitoring arrangements**

Sally Seddon will monitor the impact of our Equality Objectives, at least annually.

This document will be reviewed and approved by the teaching and learning committee annually.

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

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEND (and individual support plans)
- School Values