

Equality information and objectives

Grayrigg CE Primary School



Approved on: 8th October 2024

Signed by: Sally Seddon (signed copy in office)

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 are 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 aspects of the curriculum. In particular, children are taught about the values of respect, justice and equality through literature.
- Through the school values of Belonging and Justice.
- Through links with local charities- in particular Manna House, Kendal working within our curriculum to support such charities.
- Through intergenerational work with Grand Friends and The Shedders exploring age diversity.
- 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 through fostering relationships and working with organisations and communities beyond the school's immediate locality so children have a more rounded view of humanity than our locality.
- 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 in line with the school's belonging policy.

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/staff with disabilities
- Has equivalent facilities for all genders
- Has appropriate food options for all in attendance

- Does not put limits on a person to be their true authentic selves e.g. clothing, safety, conversations with families from marginalised communities.

The school will keep records of any adjustments made to ensure accessibility to school visits for all

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 justly

ii. Everyone to be respected, valuing the views and beliefs of others unless they are discriminative

iii. Children are given the skills to challenge discrimination in a safe way.

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

- All Ethos Leaders and staff are EXPECTED to uphold and model ALL the school's values.
- Annual Ethos Day celebrating Belonging and Justice led by the Ethos Leaders to promote celebration of individuality.
- Online safety to include critical thinking with a parental curriculum linked to online behaviour.
- Children are 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.
- Curriculum to promote opportunities to learn about individuals who have made a difference standing against discrimination through their words and actions
- Literature that allows children to consider how people can be treated unfairly and how people can make a difference.
- Children encouraged to respectfully question adults when they believe there has been an injustice thus equipping children with the tools they need to be a good ally.

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:

- 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.
- Class teachers will evaluate their classroom environment and curriculum at the start of each academic year to ensure it meets the needs of all who use it.
- Class teachers will meet with families and work with them to make any specific changes to ensure the school environment is enabling for all needs and requirements.
- 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.
- Whenever appropriate Ethos Leaders 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 behaviour 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. Prejudicial language will not be tolerated - all members of the school community consider the language they use and to ensure they understand what they are saying.

ii. All members of the school community are confident to challenge any language that can harm people.

This is an objective 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 the impact a word might have even when the intention isn't mean"

a. Children know that if they hear something that concerns them, they can come to a teacher or member of staff, and it will not be dismissed.

b. If any such language is used in front of others, this will be discussed in an age-appropriate manner.

c. PSHE lessons offer age appropriate opportunities to discuss hurtful language/behaviour and how language/behaviour can be used (verbal, written, online etc) and for children to be supported to verbalise if they find the language another person 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/current concerns, 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 vision and values
- Belonging Policy