

Equality information and objectives 2022-2023



Approved by:

Date: September 2022

Last reviewed on:

September 2022

Next review due by:

September 2023

Objectives to be reviewed no later than September 2026 (every 4 years)

The Equality Act 2010 was introduced fully in April 2011 and there is no longer a requirement that schools should draw up and publish equality schemes or policies. However, it is still good practice for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account these six principles

- Awareness - all staff know and understand what the law requires
- Timeliness – implications considered before they are implemented
- Rigour - open-minded and rigorous analysis, including parent/pupil voice
- Non-delegation – the PSED cannot be delegated
- Continuous - ongoing all academic year
- Record-keeping - keep notes and records of decisions & meetings

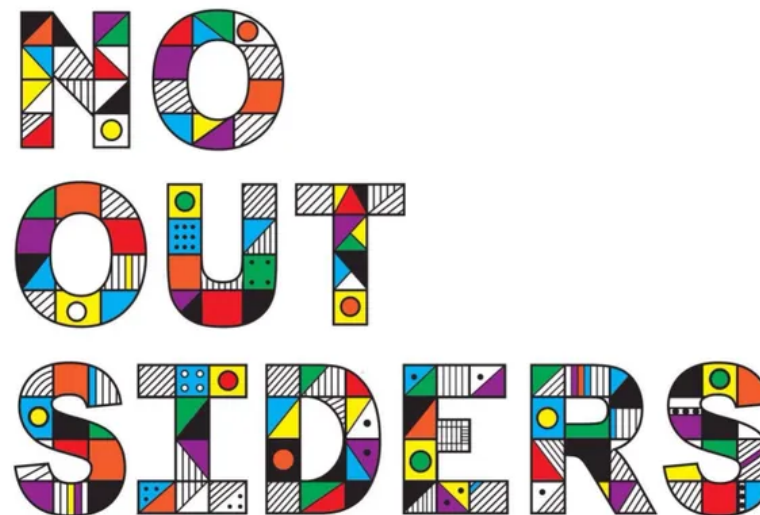
We welcome the opportunity to be transparent and accountable and to this end we fulfil the specific duties of the Act by:

- publishing our equality information
- publishing our equality objectives

Our guiding principles

Underpinning everything we do at Grendon Underwood we believe in:

- Each child's individuality and appreciation of their differences.
- Respect and honesty.
- Celebration of individual potential and recognition of strengths.
- High standards of behaviour and politeness.
- Caring and sharing.
- Happiness, confidence, enthusiasm and high self-esteem.
- Feeling safe and the promotion of a healthy lifestyle.
- Good communication and valuing partnership.
- A sense of responsibility and loyalty to others, to oneself and to our school.
- The promotion of equal opportunity.
- Determination and perseverance, resilience and patience.



We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be. This policy applies to all members of our school community including visitors.

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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
- Ensure that the published equality information 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 **Elaine Gilomee**. They will work alongside the school to quality assure the quality of provision at Grendon Underwood.

- Meet with the designated member of staff for equality every **term** 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is **Caroline Tomlinson**

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor yearly to raise and discuss any issues
- 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 all staff receive refresher training every year from EqualTeach.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly termly 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, 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
- Taking steps to meet the particular needs of people who have a particular characteristic and promoting difference through our curriculum and staff training
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Analyse data to determine strengths and areas for improvement in groups of particular characteristics implement actions in response and publish this information (EAL/SEND/Gender/PP)
- Make evidence available to governors identifying improvements for specific groups e.g. declines in incidents of homophobic bullying)
- Publish further data about any issues associated with particular protected characteristics as/if they arise, identifying any issues which could affect our own pupils
- Liaising with initiatives that develop the schools' practice and expertise e.g. "No Outsiders"

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, citizenship and personal, social, health and economic (PSHE) education, but also woven integrally through all 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 and that promote positive attitudes to different types of family

- 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 e.g. Young Carers
- 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 and those celebrating religious festivals.
- 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 and use our newsletter as a tool to showcase what's happening in school
- We have developed 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 all groups e.g. cost implications

The school keeps 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.

Breaches of the policy

Breaches of this policy will be dealt with in line with the schools disciplinary policy.

8. Equality objectives

Objective 1: To ensure our whole school curriculum promotes understanding and respect for diversity					
<p>Aim: To promote difference as a positive and ensure our children recognise and value individual characteristics that make us unique through all we do.</p>	<p>Action: SLT plan in time for teachers/subject leaders to work collaboratively to evaluate our current offer and consider how far it meets the needs of our school community in conjunction with diversity lead JC.</p>	<p>By whom SLT Teacher JC</p>	<p>Milestone 1:</p> <p>Assemblies recognise people of all faiths and none – and allows for understanding of teaching and celebration of festivals from a range of faiths in addition to being proactive at the celebrating difference in the images/stories used</p> <p>Children champion the rights of others through positive action.</p>	<p>Milestone 2</p> <p>Curriculum is designed to reflect the diversity of modern British society and contributions made in all areas by men and women from a full variety of backgrounds and cultures.</p>	<p>Milestone 3</p> <p>Children access fiction and non-fiction through a reading curriculum and access to school libraries that fully represent diverse backgrounds and data about borrowing habits allows the reading lead to purchase books accordingly.</p>
Objective 2: To promote awareness of mental wellbeing and further support the Social, Emotional and Mental Health of all pupils to enable effective teaching and learning					
<p>Aim: to ensure that all groups of children recognise the importance of mental health and are equipped with a range of strategies to support them.</p>	<p>Action -Establish a baseline for children's well-being to measure progress against - Prioritise staff awareness of children's anxiety behaviours and how to use day to day strategies to support this - Schedule Zones of</p>	<p>By whom SS/CT</p>	<p>Milestone 1</p> <p>Staff have an understanding of the range of issues affecting our children and an action plan of how to address them. Staff training needs are</p>	<p>Milestone 2</p> <p>All staff are skilled in using Zones of regulation and analysis of behaviour data (CPOMS) is a tool to allow SLT to look for trends among specific</p>	<p>Milestone 3</p> <p>Pupil voice indicates children are skilled in looking after their own mental health. Behaviours both in class and at play indicate children are happy and</p>

	<p>regulation refreshers to develop and support pupils with self regulation</p> <ul style="list-style-type: none"> - Share with parents the issues we have identified and tools to support 		<p>audited and an action plan of staff development is in place.</p>	<p>groups.</p>	<p>confident in school and there are strategies in place to support either specific children or key groups with particular issues.</p> <p>Staff voice indicates they are confident supporting children with their mental health through the mental Health champion DfE programme.</p>
Objective 3: To train staff in gender awareness					
<p>Aim: To empower all staff through increased knowledge and resources, to create an inclusive ethos that enables them to be confident in supporting any gender diverse pupils and in delivering a curriculum that celebrates difference for all</p>	<p>Action: baseline staff confidence on supporting children with gender identity issues and their knowledge of how best to support primary aged children in their understanding of gender issues.</p>	<p>By whom</p> <p>SS/CT</p>	<p>Milestone 1</p> <p>An action plan highlights key areas staff feel they need training on.</p> <p>Curriculum audits identify areas/subjects that show gender bias through content or resourcing.</p> <p>No Outsiders is a framework through which assemblies are planned to promote community cohesion.</p>	<p>Milestone 2</p> <p>Staff in school have the vocabulary and the knowledge to have conversations with pupils where appropriate about gender and equality.</p> <p>CPOMS data indicates a reduction in homophobic comments</p>	<p>Milestone 2</p> <p>Staff are confident in signposting pupils/parents to support networks.</p> <p>Our curriculum is diverse and celebrates an inclusive culture.</p> <p>Assemblies celebrate through images and texts and reflects the global community,</p>

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 Learning and wellbeing committee/headteacher at least every 4 years and added to the SDP for review by SLT termly.

This document will be approved by the chair of the Governing Body/Headteacher..

10. Links with other policies

This document links to the following policies:

[Code of conduct Policy 2022](#)

[Pay and conditions Policy 2021](#)

[Whistleblowing Policy 2020](#)

[Redundancy Policy 2021](#)

[Conduct and Disciplinary Policy 2022](#)

[Maternity Policy 2022-2023](#)

Appendix 1 - List of Protected characteristics

Age

Disability

Gender

Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation