



Gascoigne Primary School

Equality Information and Objectives

Approved by:	Governing Body	Date: July 2024
Last reviewed on:	June 2024	
Next review due by:	June 2028	

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	2
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity.....	3
6. Fostering good relations.....	4
7. Equality considerations in decision-making.....	4
8. Equality objectives.....	4
9. Monitoring arrangements.....	6
10. Links with other policies.....	6

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.

Our school aims to promote respect for difference and diversity in accordance with our values, ensuring that pupils grow up as positive citizens of the world, committed to tolerance, understanding and inclusion.

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 co-headteachers.

Our Equality Link Governor is Regina Khan. They will:

- Meet with the designated members of staff for equality, other relevant staff members, or staff governors every term, 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 co-headteachers 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 members of staff for equality (Paul Vickery, Cheryl Monks, Selina Alexander, Paola Ferreira, Rehana Miah and Eugenia Coffie) will:

- Support the Co-headteachers in promoting knowledge and understanding of the equality objectives amongst staff and pupils;

- Meet with the equality link governor every term to raise and discuss any issues;
- Support the co-headteachers 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 Autumn term.

The school has designated members of staff (all SLT members) 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, 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 (e.g. staff/pupils with disabilities, or LGBTQ staff/pupils);
- 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:

- Publish attainment data 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);
- Publish 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, citizenship 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, our Smart Schools Council and Pupil leadership teams have 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;
- 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 (through an Equality Impact Assessment) whenever significant decisions are made (for example when reviewing policies or procedures).

The school also considers the impact of particular activities / opportunities for 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 keeps a written record to show that equality duties have been actively considered. This is recorded at the same time as the trip risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically.

8. Equality Objectives

Objective 1:

Train all members of staff and governors likely to be involved in recruitment and selection on equal opportunities and non-discrimination by the start of the forthcoming academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure our recruitment practices are fair and equitable and those with a protected characteristic experience equality of opportunity.

To achieve this objective, we plan to:

- Schedule and deliver appropriate training on EDI / Safer Recruitment.
- Maintain appropriate records of staff / governors who have accessed this training.
- Review processes as to how we attract a field of applicants from across the range of protected characteristics to positions advertised.

Progress we are making towards this objective:

- Promoting awareness.
- All leaders and some governors are Safer Recruitment trained.

Objective 2:

Have in place a reasonable adjustment agreement for all staff with disabilities to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective:

- Leaders develop a sound understanding of how to support staff and are able to identify signs and pre-empt when support is needed.
- Ensure all staff develop an understanding of what reasonable adjustment is and to be transparent in our practice, including flexible working requests.
- Ensure a whole-school culture, where open conversations around mental health are encouraged by actively working on removing stigma, providing regular training and signposting to appropriate support and adjustments when needed.

To achieve this objective, we plan to:

- Arrange training for leaders / sharing of expertise so can confidently advise and have those conversations.
- Review our forms and policies to make sure that this is communicated to all staff and embedded in practice.

Progress we are making towards this objective:

- Currently leaders' practice to have prompt collaborative discussions with colleagues to put in place individual agreements. This is done well and thoughtfully but we need to be more proactive and pre-empt staff needs better.

Objective 3:

Ensure that all opportunities and experiences available in the school are inherently inclusive, and actively welcome the participation of those from all communities (with reference to the 9 protected characteristics of the Equality Act 2010).

Why we have chosen this objective:

- Gascoigne is a diverse school and we recognise that staff and pupils must feel that their characteristics are valued and celebrated.

To achieve this objective, we plan to:

- Provide yearly EDI training for staff.
- Review the curriculum (and teaching resources) to ensure that they are representative and deliberately foster an understanding of our diverse community and society.
- Deliberately develop pupils' understanding, tolerance and language in relation to the protected characteristics.
- Raise the profile of the school's Rights Respecting ethos.
- Review the school's strategy for advertising and what the school can offer in the pre-application stage.
- Ensure the school's website (particularly the recruitment page) is reflective of this support and accessible to all.
- Monitor the success of the school's inclusive ethos across protected characteristics, for example through analyses of recruitment data, gender pay gap and pupil voice and report on this to the governing board.

Progress we are making towards this objective:

- An inclusive ethos at the heart of school culture, continuously referred to and enacted by all.
- Pupils' awareness and understanding of inclusion fostered through curriculum planning, Gascoigne Treasures and Pupil Leadership Teams

- Recruitment of a Rights Respecting Lead to the middle leadership team (in post with effect from September 2024).

9. Monitoring arrangements

The Co-headteachers will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be approved by the Governing Body July 2024.

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

Next review will be June 2028

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Code of Conduct
- Equal Opportunities
- Educational Visits
- Inclusion Policies
- Anti-bullying
- Anti-discrimination