



Grimley & Holt C of E Primary School

Excellence and excitement every day for every child

Equality information and objectives

Approved by:

Date: Summer 2023

Last reviewed on:

Summer 2023

Next review due by:

Summer 2027

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

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 September.

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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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 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
- 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 boys and girls

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.

8. Equality objectives

Objective 1: Eliminating discrimination

To develop the provision of PSHE and RSE in order to embed a clear understanding of the protected characteristics at an age appropriate level.

Why we have chosen this objective: To ensure that our pupils are well-prepared for an ever-changing and diverse society and that they consistently display our core value of 'respect' in their interactions with other people.

To achieve this objective, we plan to: Embed the equality values throughout the curriculum and our wider provision.

Progress we are making towards this objective: Opportunities to discuss the protected characteristics have been identified in the long term PSHE planning. Whole class evidence books are used to keep evidence of discussions in these lessons. Regular opportunities are planned for discussion around the protected characteristics in collective worship, in particular during the weekly British Values assembly.

Objective 2: Advancing equality

To ensure that the curriculum celebrates the diversity not only in our community but across the UK. To develop a curriculum where all children are represented and that they develop a greater understanding of diversity through the texts that they read and share.

Why we have chosen this objective: Grimley is a predominantly white, British village. We aim to increase our pupils' understanding of diversity, ensuring that children from all background are represented.

To achieve this objective, we plan to: Review the curriculum, ensuring representation of different cultures and backgrounds.

Progress we are making towards this objective: We have started to review our reading spine and the diversity represented in our Mantle of the Expert foci.

Objective 3: Fostering good relations

Grimley is a small village in rural Worcestershire. We aim to develop and foster relationships with pupils and staff from parts of the country that are different to our own community.

Why we have chosen this objective: Some of our children do not have many experiences outside of the local area. We want them to develop new friendships and learn about how life is different in other towns and cities.

To achieve this objective, we plan to: create a link with an inner city school, sharing our similarities and differences. Liaise with pupils of the same age, sending letters, visiting their school and local area and showing them what Grimley has to offer.

Progress we are making towards this objective: We are now part of the linking process within the Faith and Belief Forum, where we hope to create links with the Jewish community in Birmingham, in addition to links with Muslim and Hindu communities. There are plans in place for virtual calls, assemblies led by the head teachers in each other's schools, and on joint trips to Birmingham and Worcester.

9. Monitoring arrangements

The governing board at least every year.

This document will be reviewed by the management committee at least every 4 years.

This document will be approved by the management committee of the governing board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment