



**Gade Valley Primary School**

**Equality Policy**  
*(Equality information and objectives)*

2021 to 2025

Updated April 2021

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## Our equality vision and the values that underpin school life

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We aim to ensure that every member of every team within the school community has equal access and opportunity to develop not only their full educational potential but also their spiritual, moral, social and cultural potential.

We aim to enable children and all staff to be actively involved in their own learning leading to greater independence and confidence.

We will endeavour to ensure a learning environment that is stimulating, challenging and supportive.

We aim to educate all members of our school for life so that each individual may contribute positively to any community in which he or she may happen to be.

We believe that everyone should have the opportunity to develop self-esteem and to realise that every individual within our community is valued and respected. Any discrimination will be tackled robustly.

We will achieve this by providing High Quality Teaching which includes a robust Personal, Social & Health Education.

We will achieve this by:

- Respecting the equal human rights of all our pupils and to educate them about equality.
- Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
- Create an environment where respect and harmony mean that all pupils are able to reach their full potential.
- Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
- Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, and vulnerable child status) and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
- Respect the equal rights of our staff and other members of the community.
- In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.
- Implementing our motto: **BELONG – BELIEVE – ACHIEVE** in everything we do.

We will give the children every opportunity to become a learning '**CHAMP**'.

We want our children to be: **C**onfident, **H**elpful, **A**ttentive,  
**M**otivated, **P**erserverant.

With reference to our Public Sector Equality Duty, we aim to:

- Take responsibility and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils enabling all pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- Provide a learning environment where all pupils feel a sense of belonging.
- Prepare pupils for life in a diverse society in which they are able to see their place in the local, regional, national and global community.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Consider the ways in which the taught and wider curricula will help promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- Regularly consider the ways in which our teaching and the curriculum provision will help pupils understand and value the diversity that surrounds them and challenge prejudice and stereotyping.
- Monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive and trends are identified which inform the setting of our equality objectives.
- Collect and analyse information about the protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the role. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Ensure the curriculum is accessible to all pupils with special educational needs and disabilities and those for whom English is not their first language. Auxiliary aids and services will be provided for those where reasonable adjustments are required. By planning ahead, staff will ensure all pupils are able to take part in extra-curricular activities and residential visits and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- Seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum, the school will take every opportunity to promote and advance equality.
- Carefully monitor bullying and prejudice-related incidents and deal with them effectively. Regular training will be given to both existing and new staff to ensure they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- Ensure that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- Ensure stakeholders are consulted regularly in the review of this policy.
- Regularly seek the views of pupils, parents, advisory staff and visitors to the school to ensure the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- Ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what reasonable adjustments mean in practice.

- Consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- Publish this policy on the school website to show how we are complying with the Equality Act 2010 and advancing equality of opportunity.
- Ensure the Governing Body considers to what extent the revised policy meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes.

We follow the National Curriculum Inclusion Statement which states that teachers are required to follow three inclusive principles:

- Setting suitable challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils

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## The legal duties that underpin our policy

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Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

### **General Duty under the Equality Act 2010**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this 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

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality 2010
- to set every four years one or more specific measurable equality objectives that further the aims of the equality duty

### Protected Characteristics

The Equality At 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- disability
- gender (sex)
- gender reassignment
- pregnancy and maternity
- religion or belief
- race
- sexual orientation
- age (for staff only)

### Prohibited Conduct (acts that are unlawful)

- direct discrimination
- indirect discrimination
- harassment
- victimisation
- discrimination arising from disability

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils and in some cases are required to do so by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

### Public Sector Duties

A school must, in the exercise of its functions and in relation to the protected characteristics above, give due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
- Advance equality of opportunity.
- Foster good relations between people.

## Disability

We implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school to enable disabled pupils, staff, parents and visitors to take better advantage of benefits, facilities and services provided and for pupils to have no barriers to access educational opportunities.
- Improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provision for pupils with special educational needs. Schools will be required to provide auxiliary aids and services to disabled pupils.

## Reasonable Adjustments and Accessibility Plans

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature such as steps.
- Take reasonable steps to provide auxiliary aids and services.
- Provide information in an accessible format.
- Develop and implement an Accessibility Plan which will increase disabled pupils access to the school curriculum, improve the physical environment and improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally regardless of whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make.

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## Roles and Responsibilities

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Aspects of educational legislation have also promoted equal opportunities; the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

### Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

### Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health

of an applicant for a job until a job offer has been made unless the questions are specifically related to an intrinsic function of the work.

- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

#### All staff

- Enact this policy, its commitments and procedures and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up-to-date with equality legislation.
- To be models of equal opportunities through their words and actions.

#### Pupils

- Refrain from engaging in discriminatory behaviour or any behaviour that contravenes this policy.

#### Volunteers

- To be aware of and comply with the school's equality policy.
- To refrain from engaging in discriminatory behaviour on school premises.

#### Admissions and exclusions:

Admissions to Nursery are managed by the governing body according to the criteria published on the school website. Admissions from Reception to Year 6 are managed by the local authority according to the published criteria.

Exclusions at our school are rare and are managed according to local authority guidelines.

#### Equality and staff

We comply fully with legislation which protects all our staff from discrimination on the grounds of age, sex, gender reassignment, race, disability, sexual orientation, pregnancy, religion or belief.

With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice related incidents.
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice related incidents for example racism, homophobia, and negative views of disabled people or sexism.

## **Equality Objectives for 2021-2025**

### **Objective 1**

To raise levels of attainment in core subjects for vulnerable learners by:

- Improving attendance for FSM pupils.
- Aiming for vulnerable learners (FSM) to achieve national average levels in Reading, Writing and Maths.

Why we have chosen this objective: Pupils eligible for FSM are not attaining as well as non-FSM pupils. There are many reasons for this such as lower attendance and less parental engagement.

To achieve this objective we plan to:

- 1) Monitor and develop provision for eligible pupils whilst at school.
- 2) Carefully monitor learning and data for eligible pupils.
- 3) Work with families to improve attendance and parental engagement.
- 4) Report frequently to the governing body.

### **Objective 2**

To promote opportunities and awareness in challenging gender stereotypes, by:

- Ensuring the curriculum promotes gender equality.
- Providing resources that promote gender equality through assemblies and aspects of the curriculum.
- Monitoring gender differences in attainment and progress amongst maths, writing, reading and science.

Why we have chosen this objective: The school wants to challenge the notion of gender stereotypes by promoting gender equality, equal opportunities and aspiration for all pupils.

To achieve this objective we plan to:

- 1) Ensure the curriculum challenges gender stereotypes and promotes gender equality.
- 2) Monitor progress and attainment through termly data and report to governors.
- 3) Ensure learning and cross-curricular opportunities engage all pupils.

### **Objective 3**

To raise awareness of factors that could cause indirect discrimination, by:

- Reviewing policies and procedures.
- Sharing the equality policy and objectives with school stakeholders.
- Updating and maintaining the school accessibility plan.

Why we have chosen this objective: As policies and procedures are reviewed and updated, it is important to ensure that any practices do not inadvertently lead to indirect discrimination.

How will this be measured and evaluated:

1. Sharing of policies and practices through reports to full governing body.
2. Leaders will keep a log of training and communication.
3. Leaders encouraging all stakeholders to regularly reflect on progress towards this objective.

## **Objective 4**

To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, by:

- Promoting equality with regard to race, gender, disability, religion and ethnicity in our school curriculum and assemblies.
- Monitoring and evaluating pupils' attitudes and knowledge around diversity and equality.

Why have we chosen this objective: Currently, there is an under-representation of ethnic groups within the school, when compared to other schools nationally, however there is a representation of pupils from different groups including both genders, pupils with a disability, pupils from various faiths, cultures and races.

How will this be measured and evaluated:

- 1) Leaders will monitor coverage of equalities through curriculum monitoring and assembly monitoring.
- 2) Pupil voice will be used to evaluate pupils' knowledge, skills and attitudes to diversity issues.
- 3) Reporting on equalities information through reports to full governing bodies and teaching and learning curriculum.
- 4) Behaviour records will be monitored and where there are concerns, these will be addressed with follow up support to individual pupils.

## **Monitoring arrangements**

The full governing body will update the equality information we publish, at least every year.

This document will be reviewed and approved by the full governing body annually.

## **Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEND Policy
- Safeguarding and child protection Policy

