Greenvale Primary School

EQUALITY INFORMATION AND OBJECTIVES

Policy Date	October 2023
Signed by Head Teacher	Mrs A Allnutt
Review Date	October 2024

Approved by Governing Body		
	G Zeuli	
Chair of Governors	Print Name	Date

Introduction

This plan sets out the school's approach to promoting equality in our policies and procedures. The policy is reviewed annually and the objectives are reviewed every three years in consultation with pupils, parents, staff and governors.

Greenvale Primary 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 Ethos

Our school visions and aims are based around our 6 Core Values which underpin all that we do within Greenvale: **Respect, Readiness, Resourcefulness, Responsibility, Resilience, Reflectiveness**

It is our vision to ensure children are equipped with all the necessary skills, knowledge and attributes which enable them to fulfil their potential and live happy and successful lives.

Legislation & 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 Act makes it unlawful for the responsible body of a school to discriminate against, harass, or victimise a pupil or potential pupils:
    - In relation to admissions
    - In the way it provides education for pupils
    - By the way it provides pupils access to any benefit, facility or service
    - By excluding a pupil or subjecting them to any other detriment
- 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.

Aims

At Greenvale Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn.

The school operates equality of opportunity in its day to day practice in the following ways;

Teaching & Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Admissions to the school are coordinated by the Local Authority admissions team.

Suspensions and Exclusions will always be based on the school's Behaviour for Learning and Suspension and Exclusion Policies. We will closely monitor suspensions and exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

We need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

All protected characteristics are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

- Staff and governors are reminded of their responsibilities under the Equality Act, for example during staff meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

- New staff receive training on the Equality Act as part of their induction and all staff receive refresher training every September.

- The Headteacher and Deputy Headteacher are responsible for monitoring equality issues and will liaise with governors as appropriate.

- Continued professional development for all staff.

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 3 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- Monitor attendance and take appropriate action where necessary;
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- Be involved in dealing with serious breaches of the policy;
- Be pro-active in recruiting high-quality applicants from under-represented groups.

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

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 who 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 showing how pupils from disadvantaged backgrounds are performing.

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.

Identify issues associated with particular protected characteristics, which could affect our own pupils

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

Equality Information (based on October 2023)

Number of pupils on roll at the school	139
Age of pupils	3 – 8

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Looked after children/post looked after and now adopted
- Other vulnerable groups

Race/Ethnicity:

Any other Asian background	1.44%
Asian and any other ethnic group	1.44%
Bangladeshi	1.44%
Black African	13.67%
Indian	0.72%
White English	56.82%
White and any other Asian	0.72%
White and Black African	1.44%
White and Black Caribbean	1.44%
White Eastern European	9.35%
White - Other	4.32%
Black and any other ethnic group	1.44%

White and Indian	1.44%
Gypsy/Roma	0.72%
Other Gypsy/Roma	0.72%
Other mixed background	0.72%
Pakistani	0.72%
Traveller of Irish Heritage	0.72%
White and any other ethnic group	0.72%

Gender:	Male 52% Female 48%
Pupils eligible for Free School Meals (FSM):	47% (main school only)
Pupils eligible for Pupil Premium Funding:	47% (main school only)
Pupils with Special Educational Needs (SEN):	37%
Pupils with English as additional language (EAL):	25%

Attendance Information by groups over the last 3 years (information taken from end of each summer term)

Attendance Year	Overall School	SEND (Send Support)	SEND (EHCP)	Pupil Premium	FSM	EAL
2020 - 2021	93%	93.1%	88.8%	91.1%	91.2%	95.1%
2021 - 2022	90.4%	90.4%	87.6%	89.1%	88.8%	90.5%
2022 - 2023	93.3%	91.3%	88.9%	91%	90.1%	92.4%

Attendance year	Afghan	Any other Asian background	Asian & any other ethnic group	Bangladeshi	Black – African	Black & any other ethnic group	Black Caribbean	Chinese	Chinese & any other ethnic group	Gypsy / Roma	Indian
2020 - 2021		97.5%		93.2%	91.6%			100%	100%		99.3%
2021 - 2022	97.2%	92.9%	93.5%	91.2%	98.9%						
2022 - 2023		95%	92.8%	90.1%	97.8%						

Attendance year	Other Mixed Background	Refused to answer	Traveller of Irish Heritage	White – English	White & any other ethnic group	White & Black African	White & Black Caribbean	White and Indian	White Eastern European	White Other	White Western European
2020 - 2021		97.3%	88.5%	92.4%	88.8%		90.4	98.7%	94.9%	92.2%	98.7%
2021 - 2022			86.3%	90.5%	85.1%	93.3%	81.7%	93.2%	87.1%	91.7%	
2022 - 2023	100%			93%	83.3%	95.8%	98.7%		88.1%	94.3%	

Pupil Numbers	Afghan	Any other Asian background	Asian & any other ethnic group	Bangladeshi	Black – African	Black & any other ethnic group	Black Caribbean	Chinese	Chinese & any other ethnic group	Gypsy/Roma	Indian
2020 - 2021		1		4	7			1	1		1
2021 - 2022	1	1	2	4	7						
2022 - 2023		2	3	1	17						

Pupil Numbers	Other mixed background	Refused to answer	Traveller of Irish Heritage	White - English	White & any other ethnic group	White & Black African	White & Black Caribbean	White and Indian	White Eastern European	White Other	White Western European
2020 - 2021		1	1	101	3		3	1	29	7	1
2021 - 2022			1	90	2	2	1	1	26	7	
2022 - 2023	1			75	1	2	1		11	4	

Academic Achievement by groups – data at end of summer term 2023

(No KS2 data available due to change in Primary status from September 23)

		KS1 Reading EXS +	KS1 Writing EXS +	KS1 Maths EXS +	Phonics	EYFS % GLD
Whole School	**All**	44.8%	34.5%	58.6%	50%	51.9%
Gender	**Girls**	33.3%	26.7%	46.7%	62.5%	44.4%
	Boys	46.2%	42.9%	71.4%	33.3%	55.6%
EAL		50%	50%	50%	55.56%	40%
Disadvantaged		46.2%	38.5%	69.2%	50%	50%
SEND	**SEND Support**	-	-	33.3%	-	12.5%
	EHCP	-	-	-	-	-

Self-Evaluation Tool – First review completed September 2023, this will be reviewed biannually

Equality Standard	**Yes**	**Partly**	**No**	**Evidence**	The statutory duty/equality legislation the action is meeting – Age (A), Sex (S), Race (R), Disability (D), Religion or Belief (RB), Gender Reassignment (GR), Pregnancy & Maternity (PM), and Marriage & Civil Partnership (MCP)							
Pupil attainment – are we measuring?					A	S	R	D	RB	GR	PM	MCP
The attainment of different groups – boys, girls, minority ethnic groups and other groups identified at the school.	Yes			Internal tracking / statutory data	x	x	x	x	x			
How well pupils make progress, including whether there is any significant variation between groups of pupils.	Yes			Internal tracking	x	x	x	x	x			
How well pupils with special educational needs make progress	Yes			Internal tracking				x				
Pupil Safety												
How safe pupils feel in school including their understanding of issues relating to safety such as bullying	Yes			School council / Nurture / pupil survey / assembly / PSHE lessons / circle time / 6 R's for wellbeing	x	x	x	x	x			
The views expressed by pupils from a range of groups such as parents and carers, staff, governors regarding safety of pupils at school	Yes			Annual parent survey / Governor visits / pupil survey	x	x	x	x	x			
The extent to which pupils feel safe from different forms of harassment including those related to faith, race, gender, sexuality and behaviour	Yes			Pupil survey / circle time / bullying incident records / school council / 6 R's for wellbeing / assembly / PSHE lessons	x	x	x	x	x			
Pupil Behaviour												
Documentary evidence about pupil's behaviour including records of racist incidents	Yes			Behaviour logs / CPOMS	x	x	x	x	x			
Number of and patterns of suspensions and exclusions	Yes			SIMS provision logs / HT report to Governors	x	x	x	x	x			

Parent and pupil views on the standards of behaviour	Yes			Annual parent survey / Parents evening	x	x	x	x	x			
The extent to which pupils contribute to the school community												
Equality Standard	**Yes**	**Partly**	**No**	**Evidence**	A	S	R	D	RB	GR	PM	MCP
The proportion of pupils from different groups who take on responsibility in school and in the school community		Yes		School Council / Charities fund raising / ECO	x	x	x	x	x			
The proportion of pupils involved in wider activities, e.g. extracurricular clubs	Yes			Clubs monitoring / pupil feedback / extra-curricular activities	x	x	x	x	x			
The views of parents and carers, outside agencies and visitors from the local community about the pupil interaction	Yes			Parental feedback / visitors to school / visitor feedback	x	x	x	x	x			
Pupil Attendance – Do we monitor?												
The attendance of different groups e.g. SEND, gender, minority ethnic groups	Yes			Attendance monitoring / AASSA meetings / Medway policy	x	x	x	x	x			
The school operates a robust system for monitoring admissions, suspensions and exclusions	Yes			Medway Admissions rules / Medway Suspension and Permanent Exclusion procedures / Headteacher report to Governors	x	x	x	x	x			
The extent of pupil's Spiritual, Moral, Social and Cultural development												
Pupil's spiritual development is shown by their: • Beliefs; religious or otherwise, which inform their perspective on life. • Interest in, and respect for different people's feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them including the intangible use of imagination and creativity				Assemblies RE lessons PSHE lessons Values based assemblies Celebration days Diversity weeks World Religion Day Links with schools abroad	x	x	x	x	x			

in their learning. • Willingness to reflect on their experiences												
Equality Standard	**Yes**	**Partly**	**No**	**Evidence**	A	S	R	D	RB	GR	PM	MCP
Pupil's moral development is shown by their: • Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives. • Understanding of the consequences of their actions. • Interest in investigating, and offering reasoned views about moral and ethical issues.	Yes			Golden rules Behaviour for Learning policy Regulations of emotions Assemblies PSHE lessons / circle time 6 'R's for wellbeing Outside visitors	x	x	x	x	x			
Pupil's social development is shown by their: • Use of a range of social skills in different contexts including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. • Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. • Interest in, and understanding of, the way communities and societies function at a variety of levels.	Yes			Nurture 6 'R's for wellbeing Charity events Circle time / PSHE lessons Inclusive curriculum School council Social events with the community Trips and visits including our local vicar and PCSO	x	x	x	x	x			

Pupil's cultural development is shown by their: • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. • Willingness to participate in, and respond to, for example artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. • Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	Yes			School Council Diversity week History curriculum Book week Link with African school Visitors / community group support Music assembly Outside shows Art Cultural week Dance Celebration assembly	x	x	x	x	x			
The effectiveness of leadership and management												
The school uses challenging targets to raise standards for all pupils and eliminate any low attainment among particular groups	Yes			Target setting	x	x	x	x	x			
The quality of improvement planning and implementation, including the extent to which leaders and managers at all levels: • Tackle key priorities by devising suitable plans with appropriate targets, actions, milestones and clear lines of accountability	Yes			School Development Plan Action plans for subject areas Appraisal programme	x	x	x	x	x			

• Secure consistency by regularly checking how plans and policies relating to the quality of teaching and learning and other aspects of the school's work are implemented • Review and adjust plans, actions and priorities in changing circumstances												
The effectiveness of the Governing Body in challenging and supporting the school ensuring statutory responsibilities are met												
Equality Standard	**Yes**	**Partly**	**No**	**Evidence**	A	S	R	D	RB	GR	PM	MCP
The extent to which the school's self-evaluation and annual reports indicate compliance with statutory requirements	Yes			SEF / Annual safeguarding / Pupil Premium action plan and outcomes	x	x	x	x	x			
How effectively governors fulfil their duties to promote community cohesion and inclusive practice relating to protected characteristics	Yes			Annual SEND Information report published on website	x	x	x	x	x			
The extent to which the governing body understands the school's performance data and has an accurate picture of how well all pupils are achieving, as well as how different groups are achieving	Yes			FGB meetings Data analysis Headteacher report to Governors	x	x	x	x	x			
How systematically governors consult and gather the views of users and stakeholders and how these views are taken into account for future planning	Yes			Parent survey / Parents evening / Meet & greet parents at parent information day / visits for early morning gate talks	x	x	x	x	x			
The effectiveness of the school's engagement with parents and carers												
The school communicates with all parents and carers with parental responsibility, including those parents who may be reluctant or unsure and those that do not live with their child and those with SEND	Yes			Annual reports and progress reports sent to parents / Information on our website and school portal / newsletters via school portal / Evidence Me / Class emails for parents	x	x	x	x	x			
The frequency and quality of the school's communication with parents and carers regarding the important school developments	Yes			Newsletters sent twice a term / Reminder emails to parents/carers when necessary / Website monitored and updated when necessary	x	x	x	x	x			

All parents and carers have access to information and guidance on the provision of education to all i.e. those with SEND, medical conditions, carer responsibilities etc.	Yes			Safeguarding policies and procedures / Supporting Children with Medical Conditions policy / SEND Provision meetings				x				
The effectiveness of partnerships to promote learning												
The effectiveness of the school's work with outside partners to support specific groups and individuals	Yes			SEND reports / outside agencies reports / Medway reports	x	x	x	x	x			
The effectiveness with which the school promotes equal opportunities and tackles discrimination												
Equality Standard	**Yes**	**Partly**	**No**	**Evidence**	A	S	R	D	RB	GR	PM	MCP
The performance and experience of different groups of pupils e.g. SEND, minority ethnic groups	Yes			Data analysis / pupil progress / assembly planner / trips & visits / curriculum enrichment / action plans / personal development	x	x	x	x	x			
The extent of how the school promotes British Values	Yes			Assemblies / curriculum / outside speakers – trips & visits / 6 'R's wellbeing / enrichment activities	x	x	x	x	x			
The emphasis the school gives to processes and provision to promote equality and eliminate discrimination, ensuring stereotypical views are challenged	Yes			Assemblies / 6 R's for wellbeing / PSHE curriculum	x	x	x	x	x			
How the school promotes and develops the differing skills and talents of individual pupils	Yes			Achievement board & assembly / sporting & academic competitions / workshops	x	x	x	x	x			
The effectiveness of staff training in meeting the needs of all learners	Yes			Staff training on different needs, including TA's e.g. ASC, Trauma Informed, Dyslexia, Nurture Inclusion Award / CPD / NPQL	x	x	x	x	x			
How the school manages incidents and complaints	Yes			Complaints policy / Anti-bullying policy / Behaviour for Learning policy / Parent and Visitor Code of Conduct	x	x	x	x	x			
The effectiveness of safeguarding procedures												
Clear policies and procedures to ensure the safeguarding and welfare of pupils, including those relating to behaviour, harassment and discrimination which meet all required duties	Yes			Policies in place / regular monitoring of safeguarding procedures by Headteacher, Deputy Headteacher and Governors	x	x	x	x	x			

The effectiveness with which the school promotes community cohesion												
The extent to how the school has taken appropriate action to contribute to community cohesion within the school community and beyond	Yes			Community events e.g. Remembrance, Christmas carols / charity fundraisers / visitors / trips	x	x	x	x	x			
A member of the school is responsible for home-school and community relations	Yes			Headteacher	x	x	x	x	x			
The Governing Body has a nominated governor with responsibility for community links			No	To be discussed and assigned	x	x	x	x	x			
The effectiveness of Curriculum Teaching & Learning												
Equality Standard	**Yes**	**Partly**	**No**	**Evidence**	A	S	R	D	RB	GR	PM	MCP
Schemes of work actively contribute to the development of pupil's sense of identity through knowledge and understanding of diversity	Yes			Links with African schools and other communities / visitors / trips / RE / PSHE / English texts	x	x	x	x	x			
Curriculum areas provide opportunities to promote shared values and challenge prejudice, discrimination and stereotyping	Yes			PSHE / RE	x	x	x	x	x			
Planning and teaching are based on high expectations and learning approaches maximise the participation and interest of all pupils	Yes			Medium term plans / topic webs / weekly planning / appraisals / triangulation of planning	x	x	x	x	x			
Staff and Governors – do we ensure?												
Equality is adhered to through recruitment, selection and training	Yes			Safer recruitment training	x	x	x	x	x	x	x	x
All staff and governors have received regular training and are able to deal with incidents of discrimination, harassment and bullying	Yes			Equality objectives training for diversity & discrimination / Headteacher report to Governors / policies for harassment and bullying	x	x	x	x	x	x	x	x
All staff and governors participate in induction programmes that include awareness of the school's commitment to equality and diversity	Yes			Staff Code of Conduct / Governor Code of Conduct / relevant policies read and signed annually	x	x	x	x	x	x	x	x

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

These considerations are 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.

Involvement and Consultation

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the policy:

- Feedback from parent questionnaires and parents' evening
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHE lessons, Talking Point assemblies, class assemblies, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at Governing body meetings

Equality Objectives and Action Plan: 2023 - 2026						
Equality Objective	**Reason for objective**	**Planned actions**	**To be actioned by**	**Evaluation 1 - 2024**	**Evaluation 2 - 2025**	**Evaluation 3 - 2026**
To promote cultural understanding and awareness of different religious beliefs and ethnic groups within our school community	Greenvale is situated in a very diverse area and we wish to develop a common vision and sense of belonging	Invite a range of speakers in to school from different religious backgrounds	RE / EAL / PSED Lead teachers			
Actively close gaps in attainment and achievement between all groups of pupils; especially those eligible for free school meals and those with special educational needs and disabilities, looked after children and those from minority groups	Greenvale believes that every child should reach their full potential. Identifying gaps in pupil knowledge and skills is key to success and life long learning.	Quickly & accurately identify groups of learners. Effectively use top up funding and pupil premium funding available to close academic gaps and extend outcomes Make all reasonable adaptions to allow equal access for all protected characteristics to learn effectively	Governors SLT			
Continue to improve accessibility across the school for pupils, staff and visitors with disabilities	Greenvale is a small Primary school with a limited site area which can lead to challenges in ensuring that all areas are accessible and appropriate for disabled members of our school community	Continually assessing the site for the needs of our pupils	Headteacher			

Monitoring

It is the responsibility of the Governing Body to monitor the effectiveness of this Equality and Diversity Policy and together with the Headteacher, they will update the equality information we publish each year. The objectives in this document will be reviewed by the Headteacher and Governing Body at least every 3 years.

Links to other policies

Accessibility plan
Anti-bullying Policy
Behaviour for Learning Policy
Data Protection & GDPR Policy
Employee Code of Conduct
Governor Code of Conduct
PSHE Policy
RE Policy
RSE Policy
Safeguarding and Child Protection Policy
SEF
SMSC Policy
Supporting Children with Medical Conditions

Understanding our School Community – Pupils October 2023

What is the school profile?

- How many children are on roll at the school? 139 pupils (at time of policy) including Nursery
- What information on pupils is collected by protected characteristics?

Ethnic Categories & number of pupils in those categories							
Any other Asian background	2	Gypsy/Roma	1	White & any other Asian background	1	White Other	6
Asian and any other ethnic group	2	Other Gypsy/Roma	1	White & any other ethnic group	1		
Bangladeshi	2	Other mixed background	1	White and Black African	2		
Black - African	19	Pakistani	1	White and Black Caribbean	2		
Black and any other ethnic group	2	Traveller of Irish Heritage	1	White and Indian	2		
Indian	1	White - English	79	White Eastern European	13		

Disabilities Categories - many pupils have more than 1 category of need			
ASD	1	Speech, Language & Communication Need	28
Moderate Learning Difficulty	2	Physical Disability	1
Other Difficulty/Disability	8	Profound & Multiple Learning Difficulty	1
No Specialist Assessment	24	Social, Emotional & Mental Health	30

Special Educational Needs (SEN)	Percentage	No of Pupils
EHCP	-	0
SEN Support	37%	51

Religion & Belief & number of pupils in those categories			
Christian	38	No religion	80
Hindu	3	Other Religion	5
Jewish	1	Roman Catholic	2
Muslim	10		

Gender	
Boys	73
Girls	66

No Information was available on the following protected characteristics:

- **Gender Reassignment -** The school did not have any information on whether any of the children on roll had reassigned their gender.
- **Sexual Identity -** The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT). The school will seek further advice and guidance from local and national specialists on providing equality opportunities for these protected characteristics.