

Greenvale Primary School



Equality Information & Objectives Policy

Policy Date	October 2023
Signed by Headteacher	Mrs A Allnutt
Review Date	October 2026

Full review of objectives due October 2027

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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, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex

- Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, such as Respect, Readiness, Resourcefulness, Responsibility, Resilience, Reflectiveness

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

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/carers
- 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 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
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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.

The Headteacher and Deputy Headteacher are responsible for monitoring equality issues. 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 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
- 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

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions

- › Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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
- › Making pupils aware of our behaviour and anti-bullying policies
- › 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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 on the trip booking planner to show we have actively considered our equality duties and asked ourselves relevant questions. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen October 2027 to be our deadline for this

Objective 1 - Reviewed by RE Lead Mrs Williams and Deputy Head Mrs Powlesland

To promote cultural understanding and awareness of different religious beliefs and ethnic groups within our school community

Why we have chosen this objective: Greenvale is situated in a very diverse area and we wish to develop a common vision and sense of belonging to our whole school community.

To achieve this objective, we plan to:

- Invite a range of speakers in to school from different religious backgrounds and promote different cultures in class.

Review Oct 25 - We were unable to secure a visiting speaker last year from our local mosque, but had visits from Family Trust. Each term we have a 'Language of the Term' where children learn words, numbers and about the country and culture. Last year these were Italian, Yoruba, Bengali, Lithuanian, Ndebele and Turkish.

Progress we are making towards this objective: Oct 25 – we are looking at securing a visit to our local Muslim Mosque in 2026, continuing with Language of the Term and having a speaker next year in to talk about Diwali.

Objective 2 – Reviewed by Headteacher and Deputy Head Mrs Powlesland

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

Why we have chosen this objective: 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.

To achieve this objective, we plan to: 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 adaptations to allow equal access for all protected characteristics to learn effectively.

Review Oct 25 – Groups of learners are identified and monitored in pupil progress meetings using provision mapping and data analysis to provide interventions and adaptation.

Progress we are making towards this objective: Oct 25 – Smaller intervention groups are being run by class teachers during assembly time to focus on reading. Sensory circuits are being started daily.

Objective 3

Continue to improve accessibility across the school for pupils, staff and visitors with disabilities.

Why we have chosen this objective: 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.

To achieve this objective, we plan to: Continually assess the site for the needs of our pupils and visitors.

Review Oct 25 – It was identified that exiting the school at the rear of the building could prove difficult so a threshold ramp is being purchased.

Progress we are making towards this objective: Oct 25 - Continual assessment of areas and exits.

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

School-specific equality objectives will be reviewed by [governing board / name of committee of the governing board / individual governor / head teacher] at least every 4 years.

This document will be reviewed by the Deputy Headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by headteacher.

10. Links with other policies

This document links to the following policies:

- > Accessibility plan
- > Behaviour for Learning
- > PSHE
- > Risk Assessment
- > SEN Information Report
- > SEND

Understanding our School Community – Pupils October 2025

What is the school profile?

- How many children are on roll at the school? 182 pupils (at time of review) including Nursery
- What information on pupils is collected by protected characteristics?

Gender	
Boys	90
Girls	92

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		Other Gypsy/Roma	1	White & any other ethnic group	1	Other White British	2
Bangladeshi	1	Other mixed background	2	White and Black African	6	Afghan	1
Black - African	28	Pakistani	1	White and Black Caribbean	6	Any other Black background	1
Black and any other ethnic group	1	Traveller of Irish Heritage		White and Indian			
Indian		White - English	115	White Eastern European	10		

Disability Categories - many pupils have more than 1 category of need			
ASD	10	Speech, Language & Communication Need	63
Moderate Learning Difficulty	4	Physical Disability	3
Other Difficulty/Disability	16	Profound & Multiple Learning Difficulty	
No Specialist Assessment	28	Social, Emotional & Mental Health	53

Special Educational Needs (SEN)	Percentage	No of Pupils
EHCP	7%	13
SEN Support	34%	62

Religion & Belief & number of pupils in those categories			
Christian	38	No religion	113
Hindu		Other Religion	5
Jewish		Roman Catholic	4
Muslim	19		

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.