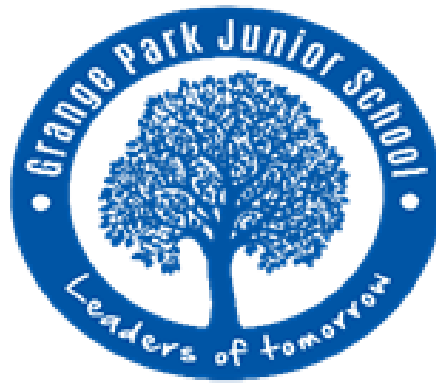


GRANGE PARK JUNIOR SCHOOL



EQUALITIES POLICY AND OBJECTIVES

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| Last review date: | 12.10.2023 |
| Approved by: | Governors' Achievement Committee |
| Next review date: | October 2027 |
| Person responsible: | Mrs Madar HT/Miss Allen SENCO |

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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 policy 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 head teacher

The equality link governor is Nirmal Dhanjal. They will:

- Meet with the equality officer, Mrs Rena Madar, every term, and other relevant staff members, 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 head teacher, who is also the Equality Officer, will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with the equality link governor every term to raise and discuss any issues
- Identify any staff training needs, and arrange 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 year.

The school has a designated member of staff 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 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 activities)

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. racial bullying)

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 intend to develop 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: *Based on attainment data, to increase the attainment of SEND and Pupil Premium.*

Why we have chosen this objective: We have explored our current data and identified a need in our current Year 6 cohort. We have also identified this trend in previous years.

To achieve this objective we plan to: use targeted intervention and in class directed support in order to focus on pupils who are either at risk of not achieving age related expectations or pupils that are sufficiently below age related expectations.

Progress we are making towards this objective: we have created a class matrix so that all staff are aware of the pupils in each class.

Success criteria: By the end of the academic year 2023/24 attainment and progress data for SEND and Pupil Premium pupils to show consistent improvement.

Objective 2: *To promote an environment and curriculum that celebrates our community's cultural diversity.*

Why we have chosen this objective: The school catchment is rich in diversity and the school recognises its responsibility to embrace that cultural diversity and offer an environment and curriculum that celebrates a respect for all cultures, religions and views.

To achieve this objective, we plan to: Seek ideas from our whole school community with regards to elements of our displays and learning environment e.g. which famous people we display; plan a new curriculum across the school which embraces different cultural beliefs by celebrating them via art, music and literature whilst using history, geography RE and PSHE to further develop our pupils' understanding; dedicate national days to equality such as Interfaith Week; collaborate with schools within the Yeading

Cluster to participate in wider school projects and events; to invite different religious leaders/ cultural groups into school for assemblies and workshops and to organise educational visits to different places of worship.

Progress we are making towards this objective: In September 2023, we have reviewed our current curriculum to ensure it is appropriately resourced, that all subjects are taught progressively and consists of equality and SMSC elements. Pupil voice will be collected to ensure this is achieved.

Success criteria: By 2027, the celebration of cultural diversity will be shown in:

- curriculum planning and resources
- visitors to the school and school visits
- pupils' work and pupil voice
- school displays – which will reflect the cultural diversity of the school, ensuring that the people, art, music, writing and artefacts displayed represent a range of cultures, beliefs and views.

Objective 3: *To ensure that the school curriculum is accessible to our pupils with SEND.*

Why we have chosen this objective: All children have an equal right to access the full curriculum and the school environment regardless of Special Educational Needs and Disabilities.

To achieve this objective we plan to: ensure that any curriculum programmes, including external trips and providers, are adaptable to meet the needs of all children and that all areas of the school curriculum are accessible for our pupils.

Progress we are making towards this objective: We have identified the children in each class that may need additional support moving forward. Staff are aware of the needs of the children in their classes and adapt resources accordingly.

Success criteria:

Curriculum planning evidences that adjustments have been made (including school visits) to take account of the needs of all children.

9. Monitoring arrangements

The head teacher will ensure the equality information we publish is updated at least every year.

This document will be reviewed by the designated lead for equality and the governing body at least every 4 years.

10. Links with other policies

This document links many of the school's policies including the Accessibility Plan and the Health & Safety Policy.