Equality information and objectives policy

Inspire to achieve; persevere to succeed

The policy covers many of the articles from the UN Convention on the Rights of the Child. Some key articles, are highlighted below:

Article	
2	The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
23	A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Approved by:	Sam O'Hara	**Date:**	23.3.2026
Signature (Chair of Committee):	Sam O'Hara	**Signatures (Co-Headteachers):**	James Fox
Last review date:	**October 2024**	**Next review date:**	**October 2028**

Contents

1. Aims 2
2. Legislation and guidance 3
3. Roles and responsibilities 4
4. Eliminating discrimination 4
5. Advancing equality of opportunity 5
6. Fostering good relations 6
7. Equality considerations in decision-making 6
8. Equality objectives 7
9. Monitoring arrangements 9
10. Links with other policies 10

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

Promoting Respect for Difference and Diversity: Our School Vision Statement

Gascoigne Primary School Vision Statement:

To foster a culture of excellence, creativity and compassion, enabling educational success for

all, and positive contributions to the world.

Our vision statement is under-pinned by key pledges within each of the three strands: Excellence, Creativity and Compassion. The following pledges relate to the promotion of respect for difference and diversity:

- Strive for the best possible outcomes for your child, regardless of their starting point
- Promote positive aspects of character, readying pupils for their future
- Demonstrate the "Kind Hearts" Values that we teach to children, particularly those of Kindness, Honesty and Respect
- Support pupils to become kind, conscientious citizens of the world
- Support the rights, dignity and humanity of all

Promoting Respect for Difference and Diversity: Approach to Behaviour

At Gascoigne Primary School, we teach children to demonstrate our "Kind HEARTS" Values in everything that they do:

Kind(ness), Honesty, Everyone Valued, Aspiration, Respect, Teamwork, Strength (Resilience)

The Kind Hearts Values of Everyone Valued and Respect relate directly to the promotion of respect for difference and diversity within our school.

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 Equality Link Governor is Regina Rahman. They will:

- Meet with the designated member of staff for equality termly, 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 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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver 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 September.

Equality issues are monitored by the co-headteachers, and an equality link governor.

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 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 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 across the subject range, particularly through RE, citizenship and personal, social, health and economic (PSHE) education, but also through texts and resources within other curriculum areas.
- Ensuring that pupils at Gascoigne follow a Personal-Development curriculum, enabling them to develop positive characteristics within a range of "Gascoigne Treasures", including those of: "Celebrating Diversity", "Pride in our Community", "understanding of British Values", "Positive Relationships" and "Inclusion". This learning (across a range of subject areas) culminates in our "Beautiful Outcomes" (outward-looking events that enable pupils to "give back" to society and to become kind and conscientious citizens of the world).
- 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 (known as an Equality Impact Assessment, see Appendix 1) 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

The school has a committed approach to diversity, equity and inclusion, whereby all pupils', staff and governors are supported to feel psychological safety whilst at this school. We will take the required steps to identify all areas of diversity within our school and ensure that there is an equitable approach that leads to a sense of belonging for all.

We seek to improve equality of experience and outcomes across the following broad areas:

1. **Curriculum and Culture** – Ensure our curriculum reflects and celebrates diversity and promotes respect and inclusion across all protected characteristics.
2. **Pupil Outcomes** – Monitor and analyse pupil progress and attainment by key groups to identify and address any emerging gaps.
3. **Accessibility and Inclusion** – Continue to improve accessibility so that all pupils and families can fully engage with school life.
4. **Staff Development** – Provide training and guidance for staff on equality, diversity and inclusion so that all adults are confident in modelling and promoting good practice.
5. **Community Engagement** – Strengthen links with families and the wider community to foster good relations, build understanding, and celebrate our diversity.

The designated member of staff for equality works alongside the co-headteachers and the Equality Link Governor to implement actions plans across the five broad areas (above).

Additionally, in line with our duties under the Public Sector Equality Duty, we set and review equality objectives every four years, publishing progress annually.

Objective 1 (Curriculum and Culture / Accessibility and Inclusion) To embed a Rights Respecting approach across all aspects of school life

Why we have chosen this objective:

- To ensure that pupils develop a stronger understanding of their fundamental human rights, as enshrined within the UNCRC Rights of the Child.
- To encourage pupils to recognise and challenge discrimination

To achieve this objective, we plan to:

Strive for "Gold" Rights Respecting accreditation, initially through:

- Embedding the UNCRC Rights across school (eg: within the language used by staff and pupils / the school environment / the approach to pupil leadership / the prevalence of explicit teaching around Rights)

Progress we are making towards this objective:

- Rights Respecting Lead in post
- Bronze Rights Respecting Accreditation achieved

Objective 2 (Curriculum and Culture) To widen and strengthen opportunities for the explicit teaching of Fundamental British Values across the Gascoigne Curriculum.

Why we have chosen this objective:

- To counter hatred and radicalisation
- To support children to become well-rounded members of society who treat others with respect and tolerance, regardless of background.

To achieve this objective, we plan to:

Fully review our Personal Development curriculum offer, re-launching the Gascoigne Treasures (including that of "Understanding British Values". To include:

- Developing Assemblies, Collective Worship and a Rewards / recognition-based Personal Development approach

Develop the understanding of staff in terms of harnessing every opportunity to teach Fundamental British Values, through linking to contexts taught across the curriculum and through the language used.

Progress we are making towards this objective:

- Full review of Personal Development curriculum by DHT

Objective 3 (Staff Development) To raise awareness amongst all staff, and particularly amongst school leadership, on the notion of Personal Bias, and the impact that this has on decision-making and subsequent outcomes for pupils.

Why we have chosen this objective:

- The detrimental impact of personal bias on a range of outcomes (eg: educational assessment, recruitment, quality of engagement / experience) is understood. Our school is

determined to address this issue, in pursuit of improved outcomes for all, regardless of background or protected characteristic

To achieve this objective, we plan to:

Raise awareness in relation to Personal Bias and its impact within schools (and wider society).

Devise appropriate systems for peer-to-peer challenge, where disparities in approach are evident.

Routinely monitor outcomes / decision-making for equality of approach across protected characteristics, eg:

- Pupils' educational experiences (eg: in class)
- Behaviour logs and consequences (including sanctions)
- Access to pupil leadership responsibilities

Progress we are making towards this objective:

Participation in borough-wide initiatives (eg RSJ Charter) to foreground an EDI-focussed approach.

Objective 4 (Community Engagement) To play a leading role in the development of the "Gascoigne Consortium" – a collaboration between five local schools, committed to inter-school working, in support of improved outcomes for all.

Why we have chosen this objective:

- We have gathered the views of young people from across our local community through the annual Gascoigne Consortium Youth Summit. Young people identified the following as the most fundamental issues that the Consortium should be addressing.
    - Celebrating diversity / Challenging discrimination
    - Improving socio-economic factors
    - Improving outcomes for pupils with SEND

To achieve this objective, we plan to:

Foster the strongest possible collaboration between local schools, enhancing opportunities and outcomes for pupils across a wide range of areas

Adopt a pupil-led approach, ensuring representation and fostering pupil-leadership throughout.

Progress we are making towards this objective:

Gascoigne Consortium established, and strengthened in its second year

Gascoigne Primary School facilitating the purpose of the Consortium and its annual programme

9. Monitoring arrangements

The co-headteachers will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the governing board at least every 4 years.

This document will be reviewed by co-headteachers annually, to ensure continued compliance with the PSED.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- School Improvement and Development Plan
- SEND policy
- Behaviour and Self-Regulation Policy