



EQUALITY INFORMATION AND OBJECTIVES POLICY

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Introduction

At Gorse Ride Schools we ensure that everyone is treated fairly and without prejudice.

Gorse Ride School is inclusive focussing on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our 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

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.

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, 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 Executive head teacher

The Executive head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify 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.

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.

What are we doing to advance 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ+ 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 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. 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

Positive Action 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.
- Holding assemblies dealing with relevant issues.
- 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

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.

Monitoring and Reviewing

The Senior Leadership Team will update the equality information we publish, described above, at least every year.

Senior Leadership Team and Governing Body will review this document at least every 4 years.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Equality Action Plan 2023-2026

Target Group	Action Taken	Timescale
Children with Disabilities	<ul style="list-style-type: none"> • Included in classroom activities, sports and music events and after school activities with adjustments made as necessary • 1-2-1 support is provided where necessary • Inclusive atmosphere through assemblies and events such as Children in Need • Health care plans are in place where appropriate 	Ongoing
Religious Groups	<ul style="list-style-type: none"> • Major religious festivals and events are acknowledged in school and covered in the RE curriculum • The RE curriculum also covers all five of the major religions and world views • RE Inspired visits are non-worship education based so all children can participate • We have displays around the school celebrating different faiths 	Ongoing
Boys/Girls/Gender	<ul style="list-style-type: none"> • Children are put into mixed teams where possible • Sports teams are mixed when appropriate • Curriculum covers gender stereotyping • Achievement of both boys and girls is tracked 	Ongoing
Pupils with protected characteristics	<ul style="list-style-type: none"> • Train teaching and support staff in Therapeutic Thinking and achieve a year on year (over 3 years) reduction in the % of fixed term exclusions for pupils with protected characteristics 	
Underperforming groups such as disadvantaged	<ul style="list-style-type: none"> • Pupil premium strategy is centred on equality • Underperforming children are identified and intervention measures put in place • Termly Impact meetings held with Inclusion Manager, Reading, Writing and Maths leads focussed on progress of underperforming groups and impact of interventions/strategies • Pupil Premium children offered free place at one after school activity or club each term • A culture of 'tilting' in the class to support Pupil Premium children exists • Where needed Extended Care Club places offered to Pupil Premium Pupils • The % of disadvantaged pupils who are persistent absentees will reduce and will be broadly in line with attendance for non-disadvantaged pupils and/or the national average attendance figure 	Ongoing
Special Educational Needs (SEND)	<ul style="list-style-type: none"> • Specific 1-2-1 support is given to access the curriculum • Curriculum and timetables are adjusted to suit the child's needs • SEND children are given the opportunity to participate in all school events and appropriate adjustments made for them • Access to Nurture groups, Occupational Health, physiotherapy sessions. • Full time non-teaching Inclusion Manager in post 	Ongoing

Children with English as an additional language (EAL)	<ul style="list-style-type: none"> ● Use Raising to English ● Speech and language provision specific to EAL ● Attend EAL local authority feedback sessions and this feeds into our provision ● Access to LEA specialist language TA ● Access to translators ● Adjust the curriculum provision 	Ongoing
Transgender	<ul style="list-style-type: none"> ● Consider unisex toilets ● Offer nurture/ELSA support ● Work with parents and external agencies ● Make individual adjustments on a case by case basis ● Work on gender bias i.e. rather than highlighting boys/girls 	Ongoing
Homosexuality	<ul style="list-style-type: none"> ● Homophobic remarks are alerted and reacted on ● Racist/homophobic remarks are reported to Governors ● Different types of families are discussed ● VBE ensure respect and tolerance 	Ongoing
Children from a Travelling Community	<ul style="list-style-type: none"> ● VBE to promote tolerance ● School has used and worked with the Traveller Education service 	Ongoing