

Flying High Trust Partnership



Greythorn Primary School

Equality Scheme and Objectives December 2024

Review date	By whom	Summary of changes made	Date implemented

Tae Carpenter

Greythorn Primary School Equality Scheme and Objectives

Contents

1. Aims
2. Ethos and Equality Statement
3. Legalisation and guidance
4. Guiding Principles
5. Roles and responsibilities
6. Eliminating discrimination
7. Advancing equality of opportunity
8. Fostering good relations
9. Equality considerations in decision-making
10. Equality objectives
11. Collecting and using information
12. Addressing prejudice-related incidents
13. Appeal Process
14. Curriculum
15. Staffing – recruitment, training and professional development
16. Religious observance
17. Monitoring arrangements

1. Aims

Greythorn Primary School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

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

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

2. Ethos and Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

In our school, we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which all pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with all others respecting their differences;
- removing or minimising any barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils
- actively tackling discrimination and promoting equality and inclusion through our School Rules, newsletters to parents, displays of work and website.
- making clear to our pupils what constitutes aggressive and prejudice related behaviour; identifying clear procedures for dealing quickly with incidents of prejudice related behaviour;
- making pupils and staff confident to challenge prejudice related behaviour.

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Children and all staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the community, such relationships being based on mutual respect for each other.

3. 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](#).

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Policy
- Accessibility Policy
- Special Educational Needs and Disabilities Policy
- SEND Information Report

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the Governing Body.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

The school will promote equality of opportunity for all staff and job applicants.

4. Guiding Principles

In fulfilling the legal obligations cited above, we are guided by seven principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

Principle 2: We recognise and respect difference.

Treating people equally can mean treating them differently. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.

Policies and programmes promote:

- positive attitudes and interactions
- mutual respect and good relations
- an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity

The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.

Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

The school observes good equalities practice in staff recruitment, retention and development, and ensures that all policies and procedures benefit all employees and potential employees regardless

of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity. Steps are taken to positively promote equality, especially where there is evidence of inequality.

The school will ensure that staff are aware of their responsibilities, given necessary training and support, and report progress to the Governing Body.

The school will ensure that all staff comply with the appropriate equality legislation and regulations.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity

We ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

Principle 6: We consult and involve widely.

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers

Principle 7: Society as a whole should benefit.

The school ensures that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.

In addition to these guiding principles, as not already mentioned, the school will:

- Ensure that the school's Admissions Policy will not discriminate against any protected characteristic in any way.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.

5. Roles and responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Governing Body has a watching brief regarding the implementation of this policy. The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

The Headteacher has day-to-day responsibility for co-ordinating implementation of the policy.

School Community	Responsibility
Governing Body	<p>The Governing Body will:</p> <ul style="list-style-type: none"> • 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 headteacher • Ensure that the school complies with the appropriate equality legislation and regulations. • Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans. • Ensure that the school's Admissions Policy does not discriminate in any way. • Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board. • Provide information in appropriate and accessible formats. • Ensure that the necessary disciplinary measures are in place to enforce this policy. <p>The nominated governor will:</p> <ul style="list-style-type: none"> • Meet with the designated member of staff for equality annually, 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
Headteacher	<p>The Headteacher will:</p> <ul style="list-style-type: none"> • Promote knowledge and understanding of the equality objectives amongst staff and pupils • Monitor success in achieving the objectives and report back to governors • Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD. • Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy. • Actively challenge and take appropriate action in any case of discriminatory practice. • Address any reported incidents of harassment or bullying in line with DfE guidance. <p>The designated member of staff for equality (SENCO) will:</p> <ul style="list-style-type: none"> • Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils • Meet with the equality link governor annually to raise and discuss any issues

School Community	Responsibility
	<ul style="list-style-type: none"> • Support the Headteacher in identifying any staff training needs, and deliver training as necessary <p>All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 10</p>
Teaching & Non-Teaching Staff	<ul style="list-style-type: none"> • Be mindful of any incidents of harassment or bullying in the school. • Address any minor issues of harassment or bullying and report any major breaches of the policy to the Headteacher • Identify and challenge bias and stereotyping within the curriculum and the school's culture. • Promote equality and good relations, and not harass or discriminate in any way. • Monitor pupils' progress and academic needs to ensure the appropriate support is in place. • Keep up-to-date with equality legislation and its application by attending the appropriate training.
Parents	<ul style="list-style-type: none"> • Not discriminate or harass any other pupil, family or staff member of the school community • Actively encourage equality and diversity in the school by contributing their cultural experiences and values, informing the Governing Body of actions that can be taken, and by supporting and challenging the school to achieve the commitment set out in this policy • Report any incidences of bullying or harassment, whether to themselves or to others, to the class teacher or to another member of staff. • Abide by all the school's equality and diversity policies, procedures and codes.
Pupils	<ul style="list-style-type: none"> • Not discriminate or harass any other pupil or staff member. • Actively encourage equality and diversity in the school by contributing their cultural experiences and values. • Report any incidences of bullying or harassment, whether to themselves or to others, to the Headteacher or to another member of staff. • Abide by all the school's equality and diversity policies, procedures and codes.
Local Community Members	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these • Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

6. 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 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.

7. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LBGTQ+ 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:

- Due to the small numbers, the school does not publish attainment data showing how pupils with different characteristics are performing as this could make them identifiable.
But will:
- 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)

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

Equality objectives will be published at least every four years commencing on the date of the last publication.

Bullying and prejudice will be carefully monitored and dealt with accordingly.

8. 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 groups to speak with our pupils, 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

9. 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

10. Equality objectives

Objective 1	To monitor the curriculum to ensure that this results in good outcomes for pupils within our vulnerable groups (particularly those working below age related that are pupil premium / SEND / EAL)
Why we have chosen this objective:	A curriculum is in place across school and we want to ensure that this is relevant, appropriate and provides secure opportunities for pupils in vulnerable groups to success (e.g. pupils with EHCP / SEND / EAL)
To achieve this objective, we plan to:	<ul style="list-style-type: none"> • Curriculum had been reviewed (July 2022) through the combined work of Senior Leaders and all curriculum leads • SLT closely monitor the impact of this curriculum over academic year 2024-2025 (and beyond) with a definite focus on how it meets the needs of pupils in vulnerable groups e.g. SEND / those working below expectation within pupil premium group

	<ul style="list-style-type: none"> The curriculum will be amended to take into account any findings from the review.
Success Criteria:	<ul style="list-style-type: none"> Curriculum RAGs show green in relation to how the curriculum meets the needs of pupils working below expectation, pupil premium children and in particular pupils with SEND Pupil voice shows pupils from vulnerable groups can talk about their learning, demonstrating they know and remember more. SLT analyse the progress and attainment for pupils working below age related / pupil premium / SEND / EAL Senior leaders are sure that that the curriculum fully meets the needs of all pupils
Timescales:	<ul style="list-style-type: none"> Progress and attainment monitored each term 2024-2025 Refined curriculum with basic, core and advanced objectives – September 2022
Progress we are making towards this objective	Progress made – end of July 2025

Objective 2	To ensure Greythorn represents the diverse ethnicity of its community
Why we have chosen this objective:	Ethnic groups make up over half of the school and should be valued and represented to ensure full engagement and attainment from all groups.
To achieve this objective, we plan to:	<ul style="list-style-type: none"> ensure displays around school are carefully planned to ensure that a range of ethnicities are represented review the books used for English lessons and reading in class to ensure full representation review library provision to ensure full representation. Books purchased to address imbalance if necessary. review how school communications are presented and to adjust to ensure all families can access review enquiry foci to ensure diversity is represented and celebrated review curriculum to ensure RE lessons explore the main religions represented in school and to engage children in discussion and presentation about beliefs plan over the year to celebrate the schools' diversity research customs and beliefs of main ethnic groups in Greythorn to ensure understanding and sensitive representation plan to give equal weight to religious festivals. In particular: Eid, Diwali, Christmas and Easter

Success Criteria:	<ul style="list-style-type: none"> • Engagement of minority groups of parents improves • The attainment of children from ethnic groups is in line with those from white British backgrounds • Staff are informed and confident about their understanding of the ethnic groups represented in their classes
Timescales:	Throughout academic year 2024-2025
Progress we are making towards this objective	Progress made – end of July 2025

The school will update all published equality documentation annually and will publish its objectives at least every four years.

11. Collecting and using information

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information they obtain to analyse any gaps present in their equality workings and procedures.

Any personal data the school collects will be processed in accordance with the Data Protection Policy (GDPR Compliant).

12. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

If incidents continue to occur, the school will address them immediately and report them to the LA.

The following is guidance on the procedure for dealing with prejudice-related incidents:

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the person who is the victim;
- if appropriate, reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Headteacher and inform them of any action taken
- the Headteacher will inform the Governing Body
- inform the class teacher(s) of both the victim and the aggressor when the incident relates to a child in school
- record what happened on CPOMs
- inform both sets of parents, if appropriate.

Incidents will be dealt with in a sensitive manner. The PSHE curriculum will be used to help promote a positive image of all members of society, with particular reference to the protected characteristics made reference to in this policy.

All prejudice related incidents will be recorded and reported to the Board of Governors by the Headteacher.

13. Appeal process

Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.

The school will adhere to the Complaints Policy when following the grievance procedure.

14. Curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the school will take every opportunity to promote and advance equality. Each curriculum subject will be kept under review to ensure that it reflects the principles set out above

When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

The school will develop an appropriate curriculum for all pupils in all vulnerable groups.

The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality

15. Staffing - Recruitment, Training and Professional Development

The school is required to supply the LA with employment data related to all groups employed. The school is committed to attracting and developing a workforce on a basis of merit. The recruitment process will be monitored to ensure that there is no bias based on the protected characteristics. No teaching and support staff posts are sex specific. All staff have equal access to in-service training and posts of responsibility.

16. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

17. Monitoring arrangements

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

This document will be reviewed by Governing Body at least every 4 years.

This will be monitored and evaluated in the following ways:

- The attainment of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement
- Equal opportunities recruitment data
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying
- The exclusion and other aspects of the behaviour management system by protected characteristics
- The teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all
- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society

- The protected characteristic composition of the school's staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- The way in which the school is sensitive to and meets the needs of all stakeholders, paying particular regard to cultural, religious historical, ethnic and/or linguistic heritages
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils

In considering the effectiveness of this scheme, consultation will be undertaken with staff, governors, pupils and parents / carers to assist in this review process.

Any changes made to this policy will be communicated to all members of staff.

Equality Data & Objectives



Greythorn Primary School has used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school? **307 Pupils in total**
- What information on pupils is collected by protected characteristics?
- Using the Scholar Pack data the following information was available:

Ethnic Categories							
White British	101	White & Black Caribbean	7	Indian	25	Kurdish	1
White Irish	1	White & Asian	12	Pakistani	13	Refugee	0
Any other white background	17	Black African	10	Bangladeshi	3	Asylum Seeker	0
White and Indian	2	Any Other Mixed Background	3	Any other Asian background	8	Any Other Ethnic Group	1
Greek	1	Chinese	8	Black Caribbean	3	Information Refused	0
White European	5	Any other Chinese background	8	White & Pakistani	2	Information Not Obtained	10
Arab Other	3	Asian and black	1	Black Ghanaian	0	Egyptian	4

Korean	1	Other White British	2	Sri Lankan	1	Turkish	1
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Disability Categories			
Not Collected	0	Severe intolerance-epi pen needed	3
Physical disability	2	Speech, language and communication needs	11
Social, emotional and mental health	15	Hearing Impairment	1
SEN support but no specialist assessment	6	Visual impairment	0
		ASD / Aspergers	8

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Special Educational Need	86%	28263
SEN Provision- SEN Support	13%	41
EHC plan	0.97%	3

Total number of pupils with SEN	14%	44
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Gender	
Girls	148
Boys	159

Deprivation			
Free school meals	40/13%	Pupil Premium	40/13%
IDACI index	0.12	Children in lowest 20% IDACI areas	20/6%

Religion & Belief							
Buddhist	0	Christian	49	Hindu	19	Jewish	0
Muslim	48	Sikh	5	No Religion	146		

