

Equality Policy

September 2024

Greenfield Primary School



Everyone can grow in a Greenfield!

Approved by: The Head Teacher **Date:** September 2024

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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 following characteristics are protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

- [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 document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board/relevant committees 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 Headteacher

The Headteacher will:

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

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 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 which 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 pupils with disabilities to access the Hygiene Suite)
- 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 clubs)

In fulfilling this aspect of the duty, the school will:

- Produce 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)

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. This may also include schools funding transport for coaches in order to facilitate the trip.
- 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 all school's activities. 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.

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

8. Equality objectives 2024-2027

Objective 1: *To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.*

Why we have chosen this objective:

- There is little deprivation and limited ethnic diversity within our school community. We feel it is important that our pupils gain and appreciate a broader cultural perspective and what makes a fair and equitable society, particularly in light of recent issues around this nationally and across the world.

To achieve this objective we plan to:

- Review the Eurocentricity of our curriculum to determine to what extent it supports this, by reflecting a broader and more diverse perspective (in the coverage of important scientists and historical figures for example).
- Ensure that class texts (both those that are part of the planned curriculum entitlement, and those selected for class read aloud time) reflect a range of authors, illustrators, protagonists, settings, and themes that align with our aim of promoting diversity.
- Promote diversity and equality and develop understanding through assemblies and PSHE.
- Embed the new PSHE curriculum and ensure teachers have access to quality resources to support teaching and learning.

Progress we are making towards this objective:

- Diversity has been celebrated and issues are covered through assembly themes and follow up activities. For example, focus on Black History Month celebrating achievements of black people across several areas.

Objective 2: *Raise awareness of other faiths through an effective RE curriculum, assemblies, visits from faith leaders or funded visits to places of worship.*

Why we have chosen this objective:

- As part of our review of the school's RE scheme of work we would like to ensure that our pupils have a sound understanding of a range of different faiths

To achieve this objective, we plan to:

- Review the RE curriculum, taking account of a new agreed syllabus
- Invite different faith leaders into school for assemblies/lessons
- Plan for each phase to visit a place of worship
- Ensure assemblies cover a variety of religious festivals and celebrations and, where possible, have input or are delivered by members of those religions.

Progress we are making towards this objective:

- The RE leader has begun reviewing the curriculum and is supported by the headteacher
- The assembly programme has been planned to include a range of religious festivals as well as highlighting similarities and connections between religions and their beliefs and ways of living

Objective 3: Following the pandemic, to support the continued drive to diminish any attainment gap between disadvantaged pupils and their more affluent peers, and increase the number of disadvantaged children attaining age related and a higher standard of attainment.

Why we have chosen this objective:

- The pandemic disproportionately affected children and families from disadvantaged backgrounds; since the end of the pandemic more and more children are presenting in school with underdeveloped strands of social and emotional learning, and with greater SEND, and speech and language needs. Irrespective of a correlation vs causation debate, these increasing numbers of vulnerable children present a very real group of children that will need extra support through primary school.

To achieve this objective, we plan to:

- Ensure disadvantaged pupils have appropriate technology to access any remote curriculum provision and homework.
- Make effective use of pupil-premium, to support pupils to continue learning and to cover missed content.
- Have effective systems in place for liaison with external agencies, particularly the Family Hubs across the Dudley MBC, to help provide a holistic package of support for families over and beyond what is available immediately through school.

Progress we are making towards this objective:

- Good working relationships between the senior leaders in school and external agencies in place.
- Pupil premium strategy reflects elements of best practice.

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- Greenfield staff becoming more expert at making early identification of SEND

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4-7 above, at least every year. This document will be reviewed by governing board/committee at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- RSE & PSHE Policy