

Godstone Primary and Nursery School



Equality Policy

REVIEW DATE: February 2024

REVIEWED BY: Headteacher

NEXT REVIEW: July 2025

WRITTEN BY: Nick Usher

Headteacher:

Nick Usher

Chair of Governors:

Liam McGivern

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1. Aims

Godstone Primary and Nursery 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

3.1 The governing board

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
- 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

3.2 The equality link governor

They will:

- Meet with the designated member of staff for equality every two years, 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

3.3 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

3.4 Designated member of staff for equality

The designated member of staff for equality is Hayley Lancashire. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every two years to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

3.5 All staff

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 nondiscrimination 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.

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 LGBTQ+ pupils who are being subjected to bullying)
- Taking steps to meet the particular needs of people who have a protected characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a protected 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

6. Fostering good relationships

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

7. Equality objectives

Objective 1

Utilise the Senior Mental Health and Wellbeing Lead to identify provision to improve individual staff needs, following the termly wellbeing surveys.

Completion date: July 2025

Evidence to support: Feedback to the Wellbeing Governor and Staff Survey

Objective 2

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.

Completion date: July 2025

Evidence to support: Through case study report

Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Completion date: September 2024

Evidence to support: Review of completed training

Objective 4

Ensure that all children, from all backgrounds, are represented and included in all sporting events.

Completion date: July 2025

Evidence to support: Completion of school games mark and associated inclusion data

Objective 5

Ensure that all children, from all backgrounds, are able to access extra curricular clubs, trip and events that the school offers.

Completion date: July 2025

Evidence to support: Trips, clubs and events attendance data

8. Monitoring arrangements

SLT will update the equality information we publish, every year.

This document will be reviewed by the governing body at least every 4 years. This document will be approved by the governing body.

9. Links with other policies

This document links to the following policies:

- Accessibility Policy
- Anti-Bribery Policy
- Admissions Policy
- British Values Policy
- Induction (Governor) Policy
- Induction (Staff) Policy
- Induction (ECT) Policy
- Risk assessments