

Gorsewood Primary School

Equality and Diversity Policy



Written by:	HBC Emma Jackson	Date: September 2023
Approved by:	Mark Dennett - COG	Date: November 2024
Last reviewed on:	31.07.23, 15.08.24 – new objectives	
Next review due by:	01.08.27	



Equality and Diversity Policy 2024-2027

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Human Rights Act 1998
- The Education (School Performance Information) (England) Regulations 2001
- Gender Recognition Act 2004
- Equality Act 2010
- Education Act 2011
- School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- School Admissions Code (DfE)
- School Admissions Appeals Code (DfE)

We are committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all school stakeholders. We work hard to provide good employment practice as we value and support our hardworking and conscientious school personnel.

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity and replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We believe it is our legal duty under the Equality Act 2010 to minimise the distress and disruption to those pupils and school personnel who are transgender by ensuring we eliminate all forms of discrimination, advance equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.

We all have a responsibility to ensure equality and diversity permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We work hard to build strong and trusting relationships with our pupils and their families. We welcome the diversity of family lifestyles and work with all families and encourage them to take an active inclusive part in the life of this school.

We work closely with outside agencies to meet the diverse needs of pupils such as medical, cultural and dietary requirements.

We ensure all pupils are prepared for living within a diverse society with increasing global connections and controversial issues.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting.

We monitor the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils. We want all pupils to achieve their expected targets.

We ensure equality and diversity is embedded in all areas of the curriculum. We work hard to give pupils opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability. We encourage pupils to develop positive attitudes about themselves as well as to people who are different from themselves.

We ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with special educational needs and disabilities, and pupils learning English as an additional language.

We aim to provide admission places for all pupils who express a preference to join this school. We consider all applications for admission as we are an inclusive school and we will not discriminate against any child or their family.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress.

We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the aforementioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To acknowledge that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To value diversity and to provide equality of opportunity and anti-discriminatory practice for all school stakeholders.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To build strong and trusting relationships with pupils and their families.
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To ensure equality and diversity is embedded in all areas of the curriculum.
- To ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with special educational needs and disabilities, and pupils learning English as an additional language.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility to set equality objectives every four years;
- responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;

- organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body.
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
 - responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
 - make effective use of relevant research and information to improve this policy;
 - responsibility to annually publish the School's compliance with the Equality Act 2010.

Role of the Headteacher

The Headteacher will:

- provide leadership and vision in respect of equality, diversity, inclusion and community cohesion;
- work hard to ensure that the school is a welcoming and caring community for all stakeholders;
- ensure all stakeholders are treated with dignity and respect and recognising the value of each individual;
- provide a happy and supportive environment in which the unique potential in every child is realised;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all pupils from across the ability range;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all pupils in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- monitor and analyse the performance of different groups of pupils within the school;
- regularly reporting to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- ensure the accessible is carefully monitored and reviewed annually;
- recording, reporting and addressing all racial incidents;
- provide guidance, support and training to all staff;
- ensuring that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor;
- monitor the effectiveness of this policy by:
- annually report to the Governing Body on the success and development of this policy.

Role of School Staff

School personnel will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the SLT;

- help to create an environment of mutual respect and tolerance;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, diversity inclusion and good community relations;
- challenge inappropriate language behaviour; racial harassment and bullying;
- help pupils to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- have high expectations of all pupils;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- provide challenge for all pupils;
- promote equality and diversity through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils and for each pupil to receive the widest possible opportunity to develop their skills and abilities;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- avoid stereotypes or derogatory images in the selection of books or other visual materials;
- provide specialised resources for pupils with disabilities;
- create a positive classroom ethos and is welcoming to all;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils;
- celebrate a wide range of festivals;
- encourage pupils to share their experiences of different cultures and different religions;
- provide positive classroom displays of pupils work;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of what equality and diversity are and mean;
- recognise that they have a role and responsibility to promote equality, diversity, inclusion and good community relations;
- treat others kindly and fairly without prejudice, discrimination or harassment;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- report any prejudiced related incidents that may occur;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- be alert to signs of participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- wear correct uniform;
- liaise with the school council;
- take part in questionnaires and surveys.

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- ensure their children attend school and engage in their learning;
- report any prejudiced related incidents that may occur;
- be asked to take part periodic surveys conducted by the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- Meetings with school personnel;
- Written communications with home such as newsletters
- Headteacher reports to the Governing Body;
- Displays in school;

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Ethos
 - Equal opportunities
 - Inclusion
 - Anti-bullying
 - Assessment
 - Curriculum
 - Pupil Behaviour
 - Sex and Relationships
 - Teaching and Learning
- receive periodic training so that they are kept up to date with new information

- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any person and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor. A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Admissions
- Anti-bullying
- Assessment
- Curriculum
- Pupil Behaviour
- PSHE and RSE policy

Adopted by Governing Body: November 2021

Most Recent Approval Date: November 2021~~4~~ 2024

Review Date: November 2027

Policy to be reviewed when there is a change in HBC Policy or a change in legislation.



Equality Objectives 2024-2027

Objectives	Actions/tasks	Lead persons/ involved	Intended outcome and completion date	Monitoring/review
<p>To provide equal opportunities for all learners promoting good progress and outcomes for all.</p> <p><i>Increased SEND numbers and disadvantaged numbers in school.</i></p>	<p>Monitor pupil achievement by race, gender, background and disability</p> <p>Analysis and tracking of groups completed on a termly basis</p> <p>Act on any trends or patterns in data that require additional support through pupil progress meetings and intervention</p>	<p>E Jackson to monitor and track.</p> <p>Specific groups: SEND – CW Early years – SC KS2 – KW PP – EJ Vul – EJ More able – KWT</p> <p>Governors</p>	<p><i>Ongoing throughout year</i></p> <p>Termly tracking and analysis of data impacts of identification of achievement of groups</p> <p>Pupil progress meetings identify interventions and support where required.</p> <p>Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective termly monitoring and intervention.</p> <p>Monitoring of lessons and books, etc together with pupil conferencing each term</p> <p><i>End of year</i></p> <p>Thorough data analysis</p>	<p>SLT through pupil progress meetings and tracking of data together with whole school monitoring.</p> <p>Governor reports and learning walks</p>
<p>To promote equality and diversity within the learning environment.</p>	<p>Displays in classrooms and corridors promote diversity in terms of all backgrounds, e.g. race, religion, gender, different families and disabilities.</p> <p>Celebration/awareness of different cultures, religions, disabilities throughout the year work on Diversity during super learning week/day each year.</p> <p>Equality Charter to be completed</p>	<p>PSHE lead – KG</p> <p>SLT</p> <p>Class teachers</p> <p>Other staff</p> <p>Governors</p>	<p>More diversity reflected in school displays and materials for lessons across all year groups</p> <p>Diversity is threaded through our school teaching and learning all year.</p> <p>Children confidently talk about the uniqueness and value of all individuals and to celebrate diversity.</p> <p>Children understand what diversity truly means and are able to see how diversity, and sometimes lack thereof, is reflected in world events.</p> <p>Children do not judge from appearance or make assumptions about background, faith, gender, etc.</p> <p>Equality Charter completed and displayed around school – December 2024</p>	<p>Whole school monitoring cycle, PSHE Leader, Involvement in school life, learning walks</p> <p>Pupil voice</p>
<p>To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.</p>	<p>Equal opportunities are given to all children in all areas of the curriculum and additional opportunities.</p> <p>Access to school is available for all abilities and disabilities</p>	<p>SLT</p> <p>Subject leaders</p> <p>All staff</p> <p>Governors</p>	<p>All school events have pupils from all groups participating, with monitoring of groups where there is less take up.</p> <p>All school councils include all backgrounds and abilities and promote a shared pupil voice.</p>	



Information showing the school has due regard for equalities (Appendix 1)

Information	Evidence available and how this can be accessed
<p>Data about the school population and differences of outcome</p> <ol style="list-style-type: none"> 1. Our school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English. 2. Our school has data broken down by SEN and disabilities. We follow DfE guidelines on recording disability in addition to Special Educational Need. 3. Our school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English. Our school also uses data and other evidence provided by the local authority or available nationally, to help identify inequalities and the needs of particular groups. 4. Our school uses data and other information on inequalities of outcome and involvement when setting ourselves objectives for achievable and measurable improvements. 	<p>Our equality objectives from 1st September 2024 to September 2027 were based on the following data and other information: progress and attainment, attendance, engagement in after school activities, prejudice-related bullying incidents and Education as additional language</p> <p>Information concerning the composition of our school is available, and if you would like to see it, please contact: Miss Sarah Jackson Office Manager at sec.gorsewood@halton.gov.uk.</p> <p>For information concerning our SENDCo policies and provision please contact the school's SENDCo, Christine Westwood.</p> <p>The school's assessment tracker is used to track and analyse different groups.</p> <p>Assessing School Performance (ASP) is also used to analyse pupil progress and attainment. Termly pupil progress meetings take place involving the class teachers and senior leaders. At these meetings the progress and attainment of all pupil groups are monitored through use of the tracking profile for vulnerable groups.</p> <p>A Provision Map is in place to track provision for pupils with additional needs.</p> <p>Targeted support is in place to narrow any gaps identified between disadvantaged and non disadvantaged pupils and SEN and non SEN pupils</p> <p>Residual actions: Annual review of Pupil Premium Strategy and SEN ensures actions are implemented and reviewed.</p>
<p>Documentation and record-keeping</p>	<p>Our equality policy and other related policies are available on our website.</p> <p>Other information can be accessed via the website landing page:</p>

<p>5. There are statements of our school's responsibilities under the Equality Act in a range of school documents, e.g. our equality policy, our self-evaluation document, our school prospectus*, newsletters and occasional letters to parents, and on our school website</p> <p>6. There are references to our school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior management teams' meetings.</p>	<p>Vulnerable pupils are discussed at Governing Body meetings, staff meetings and senior leadership team meetings, pastoral team meetings and targeted provision put in place</p>
<p>Responsibilities</p> <p>7. The Headteacher has responsibility for equalities.</p> <p>8. The Chair of Governors has a watching brief for equalities</p>	<p>If you would like to discuss equality matters please contact: Miss Emma Jackson at head.gorsewood@halton.gov.uk</p> <p>Mr Mark Dennett (Chair of Governors) has a watching brief for equalities</p>
<p>Staffing</p> <p>9. Our school's programme of staff meetings and continuing professional development includes reference to equalities, both directly and incidentally.</p> <p>10. Our school's practice in the recruitment and promotion of staff, both teaching and administrative, promotes equality of opportunity.</p>	<p>Staff training is kept current in the area of equalities. There has been training provided on the following:</p> <ul style="list-style-type: none"> • Prevent training • Specific medical needs including asthma, diabetes, cerebral palsy, ADHD • ASD strategies • Attachment and trauma • Safeguarding • Religious Education (incl. Lancashire syllabus) • RSE scheme of work and policy <p>The school also works closely with external agencies, e.g. speech and language.</p> <p>The school follows LA policy and guidance on recruitment. Safer recruitment training is kept current for any staff / Governors involved in recruitment.</p>
<p>Behaviour and safety</p> <p>11. Our school has clear procedures for dealing with prejudice related bullying and incidents.</p> <p>12. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.</p>	<p>The CPOMS management system is used to record incidents.</p> <p>Any racist/homophobic incidents are reported termly to the Governing Body and LA</p> <p>Pupil voice has been developed across all curriculum areas.</p> <p>Pupil responsibility in school including: Safety Officers, councillors, STEM ambassadors, PE leaders, buddies with younger children.</p>

	Anti-bullying tolerance and respect is promoted through values and assemblies, PSHE lessons, anti-bullying week, playground buddies and safety officers.
--	--

<p>Curriculum</p> <p>13. Focused attention is paid to the needs of specific individual or groups of pupils, e.g. children in care, pupils with SEN and/or disabilities, pupils learning EAL, pupils who are Travellers.</p> <p>14. There is extra or special provision for certain individual and groups of pupils as appropriate. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.</p> <p>15. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural background. A program of enrichment ensures pupils have the opportunity to access a wide range of different experiences that promote spiritual, moral, social and cultural development.</p>	<p>The school's Local Offer can be accessed via the following link: Local Offer.</p> <p>If you would like to discuss how we support children with additional needs, please contact the school's SENDCo Christine Westwood at senco.gorsewood@halton.gov.uk</p> <p>Examples of this include: PSHE, RE, values-led assemblies, Crucial Crew - workshop on bullying; annual participation in national Anti-bullying week and Internet Safety Day.</p> <p>All years celebrate different festivals such as Chinese New Year, Ramadam, Easter and Eid, reflecting the background of the children in the setting.</p>
<p>Consultation and involvement</p> <p>16. Our school encourages consultation with parents, carers, pupils and agencies through targeted questionnaires, informal discussions and feedback slips and events.</p>	<p>Termly consultations with parents. Regular informal discussions with parents and carers. Parent questionnaires throughout the year. Pupil voice through the year. School council</p>

