



Gascoigne Primary School

Equality Information and Objectives

Approved by: Governing Body

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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 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

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 headteacher.

Our Equality Link Governor is Mrs. Rahat Ismail. They will:

- Meet with the designated members of staff for equality every term 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.

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.

The designated members of staff for equality, Anre Buchner (EYFS & Year 1), Rebecca Stainsby (Year 2, Year 3 & Year 4), James Fox (Year 5, Year 6 & H360), Cheryl Monks (Inclusions EYFS & KS1), Lesley Nnochiri (Inclusions KS2) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- Meet with the equality link governor every term to raise and discuss any issues;
- Support the headteacher in identifying 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.

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 every Autumn term.

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. staff/pupils with disabilities, or LGBTQ staff/pupils);
- 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.

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;
- 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 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 will keep 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.

8. Equality objectives

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2021, and report on this to the Finance Committee of the Governing Body.*

Why we have chosen this objective: To ensure our recruitment practices are fair and equitable and those with a protected characteristic experience equality of opportunity.

To achieve this objective, we plan to:

- Review the school's strategy for advertising and what the school can offer in the pre-application stage.
- Will ensure Recruitment page on the school's website is reflective of this support and accessible to all.
- Will develop process for gathering this information.

Progress we are making towards this objective:

- Promoting awareness.

Objective 2: Have in place a reasonable adjustment agreement for all staff with disabilities by July 2021, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective:

- Leaders develop a sound understanding of how to support staff and are able to identify signs and pre-empt when support is needed.
- Ensure all staff develop an understanding of what reasonable adjustment is and to be transparent in our practice.

To achieve this objective, we plan to:

- Arrange training for leaders / sharing of expertise so can confidently advise and have those conversations.
- Review our forms and policies to make sure that this is communicated to all staff and embedded in practice.

Progress we are making towards this objective:

- Currently leaders' practice to have prompt collaborative discussions with colleagues to put in place individual agreements. This is done well and thoughtfully but we need to be more proactive and pre-empt staff needs better.

Objective 3: Over the past five years, there has been an increase in the representation of teachers from African, Asian, minority ethnic communities and those from a refugee family background; this is now 46%. Our next objective seeks to increase the representation of senior/middle leaders, so that this group increases from 42% (currently) to 50+%.

Why we have chosen this objective: Gascoigne is a diverse school and we recognise that the teaching staff should reflect the diversity of the school.

To achieve this objective, we plan to:

- Review processes as to how we attract a field of applicants to positions advertised from minority ethnic groups.
- Co-opt teachers onto SLT to open opportunities and experience.
- Providing support for interview technique and completing of application forms / support and feedback following interview.

Progress we are making towards this objective:

- supporting/coaching/encouraging teachers from minority ethnic backgrounds onto middle and senior leadership training

Objective 4: 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.

Why we have chosen this objective:

- To promote fairness and equality of opportunity for all.
- To ensure all leaders and governors are aware of good and current practice in this field.

To achieve this objective, we plan to:

- Train all staff, promote awareness and understanding school wide.

Progress we are making towards this objective:

- All leaders and some governors are Safer Recruitment trained.

Objective 5: *Include the 'Two Ticks- positive about people with disabilities' symbol on all job adverts, application forms and information by January 2021, to help address the under-representation of people with disabilities in the school workforce.*



Why we have chosen this objective:

- To ensure we are giving equal access to all applicants especially those applicants with disabilities.

To achieve this objective, we plan to:

- Review our recruitment procedure to become more aware of promoting our 'Two Ticks' approach.
- Review application forms and adverts to make explicit.

Progress we are making towards this objective:

- Started to review website and how we are perceived by potential applicants.

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 approved by the Governing Body Autumn 2020.

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

Next review will be Autumn 2024

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Code of Conduct
- Equal Opportunities
- Educational Visits
- Inclusion Policies
- Anti-bullying
- Anti-discrimination



Educational Visit or Site Activity Risk/Equality Impact Assessment

Part one – Pre-planning

Visit leader			
Purpose of visit			
Date:	Time:	Location:	Transport:
Group:	Number of pupils:	Expected ratio of staff required:	Total number of staff required:
Pupils with health needs: Name and needs.	Any additional provision needed:	Pupils with SEND needs:	Any additional provision needed:
Group leader: (Maximum pupils per group is 30)	Safeguarding lead:	First aider:	Cost per child:

Provisional agreement to visit going ahead:

Visit leader:	YGL:	EVC:
Date:	Date:	Date:

Part two – no more than 3 months prior to the visit.

Pre-visit and risk assessment carried out by:				
Date:				
Area of concern	Who may be at risk?	What are the risks?	What plans are in place, including those to avoid/reduce risk?	Actions by whom?
Travel plans				
Suitability of venue for needs of pupils and purpose of visit.				
Toilet facilities				
Refreshment facilities				
Weather considerations				
Emergency evacuation/critical incident procedures				
Needs of adults				
Other hazards				

Risk assessment signed by SLT or EVC:	Date:
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Part three – 2 weeks prior to visit

Complete EVA1 form and submit to EVC (1 form per trip)	
Letter outlining details to parents must be approved by SLT link and then sent out. Letter should include: purpose of visit, leaving and returning times, necessary clothing, lunch arrangements, transport, cost, payment must be via parent pay, medical needs.	
Email office with the names of parents that you are taking so that safeguarding checks can be carried	
Arrange extra adults needed	
Inform kitchen that packed lunches will be needed	
Copies of this risk assessment/ planning record must be given to EVC at least one week before the trip.	
Ensure that sufficient voluntary contributions have been collected (95%) for the trip to go ahead. If not discuss with the Headteacher	
If all the above has not been completed one week before the trip, then the trip will be cancelled.	

Part four

At least 2 days before the visit	
	Trip leader
Check all children have returned a permission slip / chase up those who haven't	
Check availability of helpers	
Group children and assign adults	
Make detailed instructions for all adults on trip	
Check there are enough high visibility jackets for every child and adult	
Arrange for first aid kit, sick bags, care plans and medication to be ready	
Make arrangements for cheque to be ready with the office if payment for venue is needed	
Have a short meeting with adults to explain routine	
Ensure you have school digital camera/iPad for photographs	
Collect mobile phone numbers of key staff, including the Headteacher and key person in case of emergencies.	
Day of visit	

Ensure all school adults have a copy of the risk assessment and planning sheet.	
Check all medications have been collected, signed out and are returned at the end of the day.	
Ensure you have a school mobile number containing emergency details of pupils and staff	
Collect packed lunches from kitchen	
Ensure you have first aid kit	
Ensure you have means of contacting the school (mobile phone)	
Explain behaviour code to children	
Names of all the children on the visit and contact numbers to office	
On coach, seat belts must be worn, no eating or drinking	
Check that coach has working air conditioning	
Head count as often as possible, but don't rely solely on this.	
At the station ask for help from station staff in getting children on the train and ask them to radio the receiving station.	
Keep school informed of any issues during the trip and of expected time back.	
Ensure that all adults have necessary information e.g. the programme for the day, meeting places, contact numbers. Parents must be given guidelines for their behaviour e.g. no smoking, no using mobile phones, no giving children food or gifts.	
Signed	Date