

Equality Policy Information and Objectives

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| **Policy Title:** | **Equality Information and Objectives** |
| **Policy Author:** | **RDG** |
| **Date Approved by LAC:** | **Spring 2025** |
| **Review Due:** | **Autumn 2027** |

# The Ethos and Values of Our School

Green Lane Church of England Primary is a rural school in the heart of Teesdale and at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. At Green Lane we see

the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, chapter 10, verse 10).

Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos and values are central to the experiences our children have each day as part of ‘Team GL.’

# 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

**Durham and Newcastle Diocesan Learning Trust Vision Statement:**

At the heart of our vision is our commitment to ensure all of our schools are places where children and young people develop and thrive academically, socially, culturally and spiritually. The drive for excellence and effectiveness in our schools is paramount, but not merely because the Government says so. The enabling of every child to flourish in their potential as a child of God is a sign and expression of the Kingdom and is at the heart of the Trust’s distinctive mission.

# Legislation and guidance

This document meets the requirements under the following legislation:

* [The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents), which introduced the public sector equality duty and protects people from any form of discrimination
* [The Equality Act 2010 (Specific Duties) Regulations 2011](http://www.legislation.gov.uk/uksi/2011/2260/contents/made), 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf) [Act 2010 and schools.](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

**Equality information for 2023:**

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| Age | We have pupils aged from 4 to 11 years old in our school. |
| Disability | We ensure reasonable adjustments are made where appropriate. |
| Gender reassignment | We support pupils and parents with issues relating to gender reassignment. |
| Pregnancy and maternity | We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service. |
| ‘Race’ / ethnicity | 99.5 % of parents gave information about our pupils  Of these:  96.3% White British  3.7% Any other mixed background |
| EAL (English as an Additional Language) | 5% EAL  According to parental feedback the languages spoken within our pupil profile are:  Afrikaans, Polish, Slovak, Bulgarian, Ukrainian, Spanish, Hindi |
| Religion and Belief / no belief | 99% of parents gave information about our pupils  Of these:  Christian 52% (including 29% Church of England)  Methodist 2%  None 23%  Did not state 19%  Roman Catholic 3%  Other 1% |
| SEND | The school identifies 27% of pupils as having a Special Educational Need (up from 22% in 2024), with 18% of all pupils on the SEN Register. |
| Sex – male/female | 45% female  55% male |
| Sexual orientation | We support all pupils regardless of sexual orientation |
| Pupil Premium | 35% pupils eligible for Pupil Premium |

We will update our equality information at least annually and publish on the school website.

# Roles and responsibilities

The academy council 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 two years
* Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link Academy Councillor is Revd Canon Alec Harding. He will:

* Meet with the headteacher and other relevant staff members every term, 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 Academy Council 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 Academy Councillors
* Meet with the equality link Academy Councillor every term to raise and discuss any issues
* Support the school 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.

# 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 Academy Councillors 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 Academy Councillor. They regularly liaise regarding any issues and make senior leaders and Academy Council aware of these as appropriate.

# 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 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. accommodate Muslim pupils to allow them 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, staff or visitors

# Fostering good relations

Green Lane CE Primary School aims to promote positive relations between those who share a protected characteristic and those who do not share it by:

* Promoting tolerance, friendship and understanding through different aspects of our curriculum.
* Holding collective worships dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worships and we will also invite external speakers to contribute
* Actively involving pupils in PSHE sessions
* Working with our local community
* Encouraging and facilitating ‘pupil voice’ throughout the school
* Taking opportunities to work as a whole school in order to encourage a genuine team ethos e.g. whole school topics, productions and a wide range of extra-curricular activities
* Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

# 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.

# Equality objectives

**Objective 1:** To eliminate discrimination by catering for the needs of all children including those with special needs and disabilities and those classed as disadvantaged

*We have chosen this objective because this issue is increasingly relevant to the school as the proportion of disadvantaged pupils has increased from 1 in 6 to over 1 in 3, over the past 5 years. To achieve this objective, we plan to deliver quality first teaching to all pupils. We will monitor, review and adjust as needed.*

**Objective 2:** To eliminate discrimination by promoting spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

*We have chosen this objective to enable the pupils to reflect on equality issues, to help them to tackle prejudice and to promote community cohesion. We involve all of the school community and consult with other stakeholders as well as considering national and local priorities and issues.*

# Monitoring arrangements

The headteacher will update the equality information we publish every year.

This document will be reviewed and approved by the academy council every two years.