



Equality Information Policy

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions.
- We will not publish any information that can specifically identify any individual child or adult
- Prepare and publish equality objectives on the school website.
- To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
 - Admissions
 - Attendance
 - Attainment
 - Exclusions
 - Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#) We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Our Aims

Our school is a safe, nurturing, happy place; where everyone feels valued and supported to the best that they can be.

Everyone is included

All children feel equity and belonging in our school, they take part in all aspects of school life and are active members of our community.

We do our very best to meet the individual needs of all of the children in our school, always.

We're all individuals. Our uniqueness is celebrated.

Heart of the community

We support not only the pupils in our care, but the wider family.

Parents are important! We need your knowledge and support to best help your child.

Together we are stronger!

Be the best that you can be.

Ready- to learn, every lesson, every day.

Respectful- Always, with everyone.

Safe- Keeping ourselves safe in school, at home and online.

Resilient- I can't do it YET but I will!

Persevere- We keep trying our hardest, even when things are tough.

Future Ready

We're learning today, for tomorrow. Ensuring we equip children with skills for life.

Our children are ready for the next step in their learning journey.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any

incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Governing Body	<ul style="list-style-type: none"> ➤ 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/carers ➤ 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
Head teacher	<ul style="list-style-type: none"> ➤ Promote knowledge and understanding of the equality objectives among staff and pupils ➤ Monitor success in achieving the objectives and report back to governors ➤ Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
Senior Management Team	<ul style="list-style-type: none"> ➤ Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
Teaching Staff	<ul style="list-style-type: none"> ➤ Help in delivering the right outcomes for pupils and work to achieve our equality objectives. ➤ Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. ➤ Design and deliver an inclusive curriculum ➤ Ensure that you are aware of your responsibility to record and report prejudice related incidents.

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 annually.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on the Galley Common Infant School website <http://www.galleycommoninfschool.co.uk/> and informing parents on newsletters.

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 that 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
- 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:

- Analyse the data referenced above 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)

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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
- Making pupils aware of our behaviour and anti-bullying policies
- 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.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. 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

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

Monitor and Review

School-specific equality objectives will be reviewed by the head teacher at least every 4 years.

This document will be reviewed by the head teacher annually, to ensure continued compliance with the PSED.

This document will be approved by the Governing Body.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEN information report
- SEND policy

Written By: **Michelle Dodds**

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