



## EQUALITY DUTY STATEMENT 2023 - 2027

### 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
- 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  
– See Appendix A.

We will not publish any information that can specifically identify any individual child or adult Prepare and publish equality objectives – See Appendix B.

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
- Suspensions and 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.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Core Statements:**

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely.

Statement 7: We strive to ensure that society will benefit.

### **Our Ethos/Mission**

At Glendale Infant School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Glendale Infant School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **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	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. 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.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils, parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

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 schools website.

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitor and Review**

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

**Date Approved:** 4<sup>th</sup> July 2023

**Date to be reviewed:** Summer Term 2027

## Appendix A – Equality Information

Audit of Vulnerable Groups

July 2024

### Gender

	Reception	Year 1	Year 2	Whole School
<b>Boys</b>	47	44	40	131
<b>%</b>	53%	50%	47%	50%
<b>Girls</b>	42	44	45	131
<b>%</b>	47%	50%	53%	50%
<b>Number in year group</b>	89	88	85	262

### Special Needs

	Reception	Year 1	Year 2	Whole School
<b>Total SEN</b>	13	17	22	52
<b>SEN as a % of year group</b>	15%	19%	26%	20%
<b>Boys</b>	9	11	17	37
<b>Boys as a % of SEN</b>	69%	65%	77%	71%
<b>Girls</b>	4	6	5	15
<b>Girls as a % of SEN</b>	31%	35%	23%	29%
<b>School Support</b>	12	14	17	43
<b>% of year group</b>	13%	16%	20%	16%
<b>EHCPs</b>	1	3	5	9
<b>% of year group</b>	1%	3%	6%	3%
<b>Number in year group</b>	89	88	85	262

### Ever 6 Register

	Reception	Year 1	Year 2	Whole School
<b>Ever6 FSM children</b>	24	35	27	86
<b>%</b>	27%	40%	32%	33%
<b>FSM</b>	22	34	24	80
<b>FSM as a % of Ever6</b>	92%	97%	89%	93%
<b>EAL</b>	3	1	1	5
<b>EAL as a % of Ever6</b>	13%	3%	4%	6%
<b>SEN</b>	5	10	9	24
<b>SEN as a % of Ever6</b>	21%	29%	33%	28%
<b>Number in year group</b>	89	88	85	262

**EAL**

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Whole School</b>
<b>Total</b>	13	7	10	30
<b>Boys</b>	8	3	4	15
<b>Girls</b>	5	4	6	15
<b>% of year group</b>	15%	8%	12%	11%
<b>Number in year group</b>	89	88	85	262

**Appendix B – Equality Objectives**

<b>Objective</b>	<b>How will the impact of the objective be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
<b>Publish and promote the Equality Objectives through the school website, newsletters and staff meetings.</b>	<b>Parent/carer, child and staff voice.</b>	<b>Headteacher</b>	<b>Annually</b>	<b>Staff are familiar with the principles of the Equality Objectives and use them when planning lessons, creating class room displays. Parents can access the Equality Objectives via the school website.</b>
<b>Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for children.</b>	<b>Achievement data analysed by race, gender and disability.</b>	<b>Headteacher/AHT SEND &amp; Inclusion/Governing Body</b>	<b>Annually</b>	<b>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.</b>
<b>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</b>	<b>Planning documents, work/learning produced, participation and achievement levels.</b>	<b>Class teachers</b>	<b>Ongoing</b>	<b>Participation of targeted groups.</b>
<b>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</b>	<b>Monitor through PSHE/learning environment walk.</b>	<b>Class teachers and Subject Leaders</b>	<b>Ongoing</b>	<b>More diversity reflected in school displays across all year groups.</b>
<b>Identify, respond and report racist incidents as outlined in the Statement. Report the figures to the Governing body on a termly basis and the Local Authority immediately after investigation.</b>	<b>The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year</b>	<b>Headteacher / Governing Body</b>	<b>Reporting: Full Governing Body Meetings each term.</b>	<b>All staff are aware of and respond to racist incidents.  Consistent nil reporting is challenged by the</b>

	group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?			Governing Body.
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.	Raised pupil awareness – PSHE/RE lessons/Assemblies.	Headteacher/ All Teaching Staff	Ongoing	Increased awareness of different communities.



