



GATLEY PRIMARY SCHOOL

EQUALITY INFORMATION & OBJECTIVES POLICY

This policy outlines Gatley Primary School's understanding of the principle of the Equality Act 2010 and how it works to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

June 2017

VERSION HISTORY

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23.06.2017	2.0	Policy reviewed by Resources Committee	
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Vanessa McManus, Head of School

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Richard Taylor, Chair of Resources Committee

Date: 12 June 2017



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1. Legislation

1.1. The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 Gatley Primary School fully understands 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;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 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 child.
- Prepare and publish equality objectives - 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; and
 - Prejudice related incidents.

- 1.4 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 (see Community Cohesion Policy).

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.

2. The Policy

- 2.1. Gatley Primary School's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

3. Our Ethos

- 3.1. At Gatley Primary School we aim to create a warm, friendly atmosphere in which children can grow and develop both academically and personally. We take pride in our achievements and have high expectations for each child in every aspect of their work – captured by our underlying school mission statement – *'Enjoying Learning and Achieving Together'*.

The ethos is further supported by the school vision which includes important elements such as - valuing each other, providing a secure, caring environment for learning, developing confidence and skills for life and celebrating what our children do well.

As a school, our objectives and focus for governance are as follows:

- to develop and enthuse excellent teaching and learning leading to the highest academic standards;
- to ensure a safe, nurturing and caring environment for all to thrive;
- to create the best possible teachers, leaders and governors;
- to share the best educational practice through collaborative approaches;
- to be a driving force for change and school improvement.

4. Addressing Prejudice Related Incidents

- 4.1. The 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 fair 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 to the Head of School who will ensure that the school's Local Governing Body are informed and can take necessary action accordingly.

5. Objectives

5.1. In achieving compliancy with the Act, objectives are set annually. Detailed below are the school's current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	<p>School</p> <p>Use findings from Research and Development (R&D), staff training and joint practice development, in school and between partners, to continue to close gaps in attainment across all partnerships.</p> <p>EY</p> <ul style="list-style-type: none"> ▪ Ensure all identified groups make GLD. In particular monitor disadvantaged 67% (1 child) (NA 52%) <p>KS1</p> <ul style="list-style-type: none"> ▪ Close gender gap in phonics (boys 88%, girls 97%) and monitor SEN support and ethnic groups ▪ Close gender gap for children working at greater depth across RWM. ▪ Ensure PP is above national across core ▪ Increase conversion of pupils working at EYFSP 3 to GDS in reading and writing at the end of KS1 (boys) ▪ Increase conversion of pupils working at EYFSP 1 to Expected in reading and writing at the end of KS1 (boys) <p>KS2</p> <ul style="list-style-type: none"> ▪ Close gender/disadvantaged/SEN support gap for children working at high standard across RWM. ▪ Improve attainment of SEN support in writing ▪ Improve average spelling mark by prior attainment group ▪ Reading disadvantaged below (2 of 4 children) at expected ▪ Close the gap in VA in writing compared to reading
Behaviour and Safety	Promote high quality personal development amongst all,

	through peer support both within and beyond the classroom
Teaching	<p>Ensure the quality of teaching, learning and assessment is informed by research practice and reflects how mastery is promoted:</p> <ul style="list-style-type: none"> ▪ Further ensure questioning is skilled and used consistently to deepen and challenge learning. ▪ Further develop learning behaviours of all pupils to be curious and resilient learners. ▪ Use research methodology to enhance reflective practice and impact on outcomes.
Leadership and Management	<ul style="list-style-type: none"> ▪ Review school processes to further extend innovative approaches beyond outstanding ▪ Develop and implement innovative strategies, structures and processes that will ensure continued sustainability and self-improvement beyond 'outstanding'.

5.2. The school will make reasonable adjustments to meet the needs of pupils with a disability and implement an accessibility plan aimed at:

- a) increasing the extent to which pupils with a disability can participate in the curriculum;
- b) improving the physical environment of schools to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided;
- c) improving the availability of accessible information to pupils with a disability.

5.3. Gatley Primary School's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

6. Responsibility

6.1. We believe that promoting equality is the responsibility of the whole school.

6.2. Gatley Primary School takes measures to eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic (and people who do not share it), and foster good relations between people who share a protected characteristic and people who do not share it.

The measures include:

- a) for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy;
- c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- d) employing specialist staff to support pupils with special needs or disabilities, and implementing the school's disability access plan;
- e) monitoring of welfare, with intervention and support where required;
- f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Gatley Primary School / Governing Body	<ul style="list-style-type: none"> ▪ Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head of School	<p>As above including:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	<ul style="list-style-type: none"> ▪ To support the Head of School 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	<ul style="list-style-type: none"> ▪ 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.

	<ul style="list-style-type: none"> ▪ Design and deliver an inclusive curriculum ▪ Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	<ul style="list-style-type: none"> ▪ Support the school and the governing body in delivering a fair and equitable service to all stakeholders. ▪ Uphold the commitment made by the Head of School 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	<ul style="list-style-type: none"> ▪ Take an active part in identifying barriers for the school's 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's community in tackling inequality and achieving equality of opportunity for all.
Pupils	<ul style="list-style-type: none"> ▪ Supporting the school to achieve the commitment made to tackling inequality. ▪ Uphold the commitment made by the Head of School on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	<ul style="list-style-type: none"> ▪ 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 community in tackling inequality and achieving equality of opportunity for all.

7. Gatley Primary School's Equality Objectives

7.1. While aiming to improve and continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives for the period 2016-2017:

- a) Early Years: Ensure all identified groups make GLD (EAL, BME);

- b) Close gender gap in RWM and identified areas of learning;
- c) Key Stage 1: Close gender gap for children working at greater depth across RWM;
- d) Key Stage 2: Close gender gap for children working at greater depth across RWM.