



GREATFIELDS PRIMARY

Excellence for all

Equality Information and Objective Policy

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1. Introduction

At Greatfields Primary School, we are committed to creating an inclusive, welcoming and respectful environment where every child, family member, staff member and visitor is valued.

We believe that every child has the right to access high-quality education and to achieve their full potential regardless of background, ability, ethnicity, religion, belief, sex, gender identity, disability, family circumstances or any other characteristic.

We celebrate diversity and recognise that our differences strengthen our school community. Through our curriculum, culture and daily practice, we promote equality, challenge discrimination and foster positive relationships between all members of our community.

2. Our Vision and Values

At Greatfields Primary School we strive to ensure that:

- Every child feels safe, respected and valued
- Every child has equal access to opportunities
- Diversity is celebrated and respected
- Differences are understood and appreciated
- Barriers to achievement are identified and removed
- High aspirations are promoted for all pupils
- Equality, fairness and inclusion are embedded throughout school life

We actively promote the fundamental British values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

3. Legal Framework

This policy is based upon:

- Equality Act 2010
- Public Sector Equality Duty (PSED)
- Human Rights Act 1998

- Children and Families Act 2014
- SEND Code of Practice 2015
- Education Act 2011

The Equality Act 2010 provides protection from discrimination for individuals based upon protected characteristics.

4. Public Sector Equality Duty

In carrying out its functions, Greatfields Primary School will have due regard to the need to:

4.1 Eliminate Discrimination

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

4.2 Advance Equality of Opportunity

Remove or minimise disadvantages experienced by individuals due to protected characteristics. Take steps to meet differing needs and encourage participation where it is disproportionately low.

4.3 Foster Good Relations

Promote understanding, respect and positive relationships between people from different backgrounds.

Challenge prejudice and promote mutual understanding throughout the school community.

5. Our Commitment to Equality

Greatfields Primary School will:

- Promote equality of opportunity for all pupils and staff
- Ensure all pupils can participate fully in school life
- Promote an inclusive curriculum that reflects modern Britain
- Challenge stereotypes, prejudice and discrimination
- Foster a culture of respect and belonging
- Monitor outcomes for different groups of pupils and act where gaps are identified
- Make reasonable adjustments where required
- Ensure recruitment and employment practices are fair and transparent

- Work in partnership with families and external agencies to promote inclusion

Equality considerations are embedded into all decision-making, curriculum planning, safeguarding practice, and school improvement priorities.

6. Roles and Responsibilities

Governing Board

The Governing Board will:

- Ensure the school meets its duties under the Equality Act 2010
- Hold leaders to account for outcomes for all groups of pupils
- Ensure equality considerations are embedded in strategic decision-making, safeguarding oversight, curriculum intent and school improvement planning
- Review and approve this policy and monitor its effectiveness
- Monitor progress towards equality objectives and challenge underperformance
- Ensure equality data is regularly reviewed and informs governance decisions

Headteacher

The Headteacher will:

- Lead responsibility for implementation of this policy across the school
- Ensure equality considerations are embedded in leadership, teaching, behaviour and safeguarding systems
- Analyse pupil outcomes by protected characteristics and vulnerable groups
- Take action to address identified gaps in attainment, attendance, behaviour or participation
- Ensure all prejudice-related incidents are recorded, analysed and acted upon
- Report termly to governors on equality data, trends and impact

Staff

All staff will:

- Promote equality, inclusion and respect in all interactions

- Deliver an inclusive curriculum that reflects diversity
- Challenge discriminatory language and behaviour immediately
- Record and report concerns in line with school procedures
- Support the school's equality objectives through daily practice

Pupils

Pupils are expected to:

- Treat others with kindness and respect
- Value differences and diversity
- Challenge unfairness appropriately
- Report concerns to trusted adults

Parents and Carers

Parents and carers are encouraged to:

- Support the school's commitment to equality
- Promote respectful attitudes at home
- Work in partnership with the school where concerns arise

7. Equality Information

The school regularly collects and analyses data relating to:

Pupil Achievement

Including attainment and progress of:

- Disadvantaged pupils
- Pupils with SEND
- Pupils with English as an Additional Language (EAL)
- Different ethnic groups
- Boys and girls

Attendance

Including:

- Overall attendance
- Persistent absence
- Vulnerable groups

Behaviour

Including:

- Behaviour incidents
- Suspensions
- Bullying incidents
- Prejudice-related incidents

Participation

Including:

- Educational visits
- Clubs and enrichment
- Leadership opportunities
- Sports and wider curriculum activities

Workforce Information

Including:

- Recruitment and retention
- Training and development opportunities
- Representation across staffing (where applicable)

This information is used by leaders and governors to identify and reduce inequalities in outcomes and experience.

8. Equality Objectives (2025-2029)

Objective 1

To monitor and improve the achievement and progress of all groups of pupils, identifying and reducing gaps in attainment.

Success Criteria

- Pupil outcomes are analysed by group each term
- Targeted interventions are in place
- Gaps between groups are reduced over time

Objective 2

To promote equality, respect and inclusion through the curriculum and wider school life.

Success Criteria

- Curriculum reflects diversity and modern Britain
- Pupils demonstrate understanding of protected characteristics
- Pupil voice indicates strong belonging and inclusion

Objective 3

To reduce incidents of discriminatory language and behaviour through education, monitoring and consistent response.

Success Criteria

- Incidents are recorded, analysed and acted upon
- Staff consistently challenge discriminatory behaviour
- Pupils demonstrate respectful behaviour over time

Objective 4

To ensure curriculum resources reflect the diversity of the school and wider society.

Success Criteria

- Curriculum audits are completed regularly
- Resources reflect a wide range of cultures and perspectives
- Pupils see themselves reflected in learning materials

Objective 5

To strengthen parental engagement across all groups.

Success Criteria

- Increased participation in school events
- Positive feedback from families
- Improved engagement with underrepresented groups

9. Monitoring and Review

The school will:

- Review equality objectives annually
- Monitor pupil outcomes and trends termly
- Analyse attendance, behaviour and exclusion data by group
- Monitor prejudice-related incidents and actions taken
- Gather pupil and staff voice on inclusion and belonging
- Report findings to governors each term

The Governing Board will review this policy every two years or sooner if required by legislation or guidance.

10. Responding to Discrimination and Prejudice-Related Incidents

Greatfields Primary School does not tolerate discrimination, harassment, bullying or victimisation.

All incidents related to protected characteristics will be:

- Recorded and categorised appropriately
- Investigated promptly
- Addressed using restorative, educational and disciplinary approaches where appropriate
- Reported to parents where necessary
- Reviewed by senior leaders to identify patterns or trends

11. Accessibility

The Accessibility Plan outlines how the school will:

- Improve access to the curriculum
- Improve the physical environment
- Improve access to information

12. Linked Policies

This policy should be read alongside:

- Accessibility Plan
- SEND Policy

- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Complaints Policy
- Staff Code of Conduct
- Recruitment and Selection Policy

Appendix A – Protected Characteristics

Under the Equality Act 2010, the following characteristics are protected by law:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Greatfields Primary School is committed to ensuring that no member of the school community experiences discrimination, harassment or victimisation because of a protected characteristic.

Appendix B – Equality Objectives Action Plan

| Objective | Actions | Lead Responsibility | Monitoring & Review | Success Criteria |
|--|--|--------------------------|---------------------|--|
| 1. Improve attainment and progress for all groups of pupils, reducing gaps between groups. | <ul style="list-style-type: none"> • Termly pupil progress meetings • Identification of vulnerable groups • Targeted intervention programmes • Use of assessment data to inform planning | SLT / Inclusion Lead | Termly | <ul style="list-style-type: none"> • Data shows narrowing gaps between groups • Interventions are timely and effective • Disadvantaged and SEND pupils make strong progress |
| 2. Promote equality, respect and inclusion through the curriculum and wider school life. | <ul style="list-style-type: none"> • Curriculum review to ensure representation of diversity • PSHE/RSHE and assemblies focused on equality • Promotion of British values • Pupil voice activities | SLT / Curriculum Leaders | Termly | <ul style="list-style-type: none"> • Pupils demonstrate understanding of diversity • Curriculum reflects modern Britain • Strong pupil sense of belonging |
| 3. Reduce discriminatory language and behaviour through education and consistent response. | <ul style="list-style-type: none"> • Staff training on prejudice-related incidents • Clear reporting and recording systems • Restorative approaches • Assemblies and class teaching on respect | DSL / SLT | Termly | <ul style="list-style-type: none"> • Reduction in repeated incidents • Consistent staff responses • Pupils demonstrate respectful behaviour |
| 4. Ensure curriculum resources reflect diversity and inclusion. | <ul style="list-style-type: none"> • Regular curriculum and book audits • Update of texts and resources • Inclusion of | Curriculum Leads | Annually | <ul style="list-style-type: none"> • Resources reflect diversity of school community • Pupils see |

| Objective | Actions | Lead Responsibility | Monitoring & Review | Success Criteria |
|--|--|---------------------|---------------------|--|
| | diverse authors, cultures and perspectives | | | <ul style="list-style-type: none"> themselves represented in learning Improved cultural awareness across curriculum |
| 5. Strengthen parental engagement across all groups. | <ul style="list-style-type: none"> • Parent workshops and events • Improved communication strategies • Family learning opportunities • Targeted engagement for underrepresented groups | SLT | Termly | <ul style="list-style-type: none"> • Increased parental participation • Positive feedback from families • Improved engagement across all groups |