



Greenfield & Pulloxhill Academy

Equality Information and Objectives

1. Aims

Our academy 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

2. 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.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

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 governors

All academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The academy 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.

New staff receive training on the Equality Act as part of their induction.

The headteacher is responsible for monitoring equality issues and reporting to the governors.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people 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. enabling Muslim pupils 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 clubs)

In fulfilling this aspect of the duty, the academy 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.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The academy 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 our values and 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
- Holding assemblies dealing with relevant age appropriate issues.
- Working with our local community. This includes organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school parliament has representatives from different year groups and is formed of pupils from a range of backgrounds. 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

7. Equality considerations in decision-making

The academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy 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

The academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: Teachers have consistently high expectations of all pupils to enable all pupils to make at least good progress

Why we have chosen this objective: To ensure the current high standard of teaching & learning is maintained throughout the academy.

To achieve this objective we plan to: Undertake robust gap analysis to enable teachers to identify individual pupils' next steps.

Progress we are making towards this objective: pupil review meetings regularly taking place.

Objective 2: Reviewed curriculum to meet the needs of our communities to reflect culture, climate and values of the academy.

Why we have chosen this objective: Our values are very important to us. The academy has chosen Nurture Inspire Flourish to represent how children and staff feel about the academy. The revised curriculum supports this.

To achieve this objective we plan to: Monitor the implementation of the revised curriculum and key drivers to meet the needs of our communities.

Progress we are making towards this objective: review of subject leader roles and Teaching & Learning Policy have taken place.

Objective 3: We recognise the positive impact of the work we already do and we want to build on this following the publication of 'Future in Mind: promoting, protecting and improving our children's mental health and wellbeing. We also acknowledge that staff wellbeing is imperative to successful schools.

Why we have chosen this objective: Resilience and wellbeing of our children and staff is important to us.

To achieve this objective we plan to: Implement the revised curriculum, teaching key executive function skills that support mental health & wellbeing to prepare our children for life in a modern Britain and enable our children to flourish.

Progress we are making towards this objective: Pupil/parent/staff surveys to measure children's mental health & wellbeing.

9. Monitoring arrangements

The Headteacher will monitor progress on the objectives through the Academy Development Plan.

This document will be reviewed by the Governing Body every 4 years.

History of Document

Issue No.	Author/Owner	Date Reviewed	Approved by Governors	Comments
1	Governing Body	October 2018	October 2018	4 yearly – October 2022