Rowlands Gill Primary School

Equality Objectives Policy

Date Written: February 2021

Ratified by Governors: February 2021

Re-adopted by Governors: March 2026

Next Review Date: March 2027

Policy review dates:

Review Date	Changes made	By whom	Date Shared
15.11.2022	Data update (p2). Added 'CPOMS' as a record keeping tool (p6). Objective 4 updated to read 'children' instead of 'boys and girls'.	Chris Boddy	15.11.2022
9.3.26	Updated objectives. New demographics data.	Lindsey Clarke	March 2026

Aim

This Equality Policy for Rowlands Gill Primary School brings together all previous policies, schemes and action plans around equality including Equal opportunities, Racial Equality, Disability Equality and Gender Equality. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, governors, visitors and partner agencies.

The purpose of this Policy is to set out how our policies and practices have due regard to the need to:

- eliminate discrimination, harassment and victimisation;

- advance equality of opportunity and

- foster good relations between groups.

It explains how we listen to and involve pupils, staff, governors, parents/carers and the community in achieving better outcomes for our children.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

In March 2026, the population of our school is made up of the following groups:

	% of school population:
Boys	50.2
Girls	49.8
Pupil Premium	19.2
Minority Ethnic Groups	7.1
Special Education Needs/Disability	27.5
English as an additional language	3.4

Our Commitment to the Equality Act 2010 and the Public Sector Equality Duty (PSED)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies. This combined equality duty came into effect in April 2011. It has three main aims. In carrying out their functions, public bodies are required to have due regard to the need 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,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

At Rowlands Gill we are fully committed to these key principles as they are representative of our mission to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment, marginalisation and violence.

We recognise that there are similarities and differences between individuals and groups, but we strive to ensure that our differences do not become barriers to participation, access and learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We recognise, therefore, that we cannot achieve equality for all by always treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. We appreciate the richness within our differences and look for ways of celebrating and understanding them better. Likewise, identifying commonality and shared values, aspirations and needs underpinning our approach to equality is central to our approach. We value our fundamental similarities and universality. We are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socioeconomic 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. We remain committed to develop our understanding of the inequality that sometimes exists in societies and explore ways of individually and collectively promoting a more equitable world.

Equality in our Curriculum Provision

Through our curriculum provision, we ensure that pupils understand the importance of embracing diversity and respecting difference. We seek to support our pupils in this vital aspect of their personal development through regular and relevant learning opportunities within our curriculum, including via the following means:

- Ensuring equality of access to opportunities for all pupils, preparing them for the diversity of life in modern Britain and more widely;
- Routinely using resources that accurately reflect the diversity and multi-culturalism of today's global societies, and ensuring that such resources are without prejudice or discrimination;
- Actively promoting values and attitudes that vehemently challenge any discriminatory behaviour, intolerance or prejudice.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Our Duties with due regard to Equality

We ensure we identify opportunities for promoting our vision, our values and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, their parents and partner agencies;
- admission procedures to our school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- SATS or testing arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or school visits
- participation in school sports (including swimming)
- employees' and staff welfare

The roles and responsibilities within our school community

The Head Teacher will:

- ensure that governors, staff, parents/carers, pupils and visitors and contractors are engaged in the development of and informed about the Equality Policy;
- oversee the effective implementation of the policy;
- ensure staff have access to training which helps to implement the policy;
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information;
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

Members of our Governing Body will:

- designate a governor with specific responsibility for the Equality Policy (Community Link Governor);
- ensure that the key aims arising from the policy are part of the School Improvement Plan (SIP);
- support the Head Teacher in implementing any actions necessary;
- engage with parents and partner agencies about the policy;
- evaluate and review the policy annually and the objectives every 4 years.

The Senior Leadership Team will:

- have responsibility for supporting other staff in implementing the Equality Policy;
- provide a lead in the dissemination of information relating to the policy;
- with the Head Teacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this policy.

Our pupils will:

- understand how the Equality and Objective policy relates to them, appropriate to age and ability;
- be expected to act in accordance with the policy;
- be encouraged to actively support the policy.

Our parents/carers will:

- have access to the policy through a range of different formats appropriate to their requirements;
- be encouraged to actively support the policy;
- be encouraged to attend any relevant meetings and activities related to the policy;
- be informed of any incident related to this policy which could directly affect their child.

Our school staff will:

- be involved in the development of the Equality Policy;
- be fully aware of the policy and how it relates to them;
- understand that this is a whole school issue and support the policy;
- identify any queries or training requirements.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are without disability. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a health questionnaire as part of the application procedure. We will ensure the safety and well-being of our staff and take seriously and act on incidents

of harassment and discrimination recognising that our staff may be either victims or perpetrators. We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. We have disabled access to the school building via a ramp; disabled parking bays; a disabled toilet and an accessible signing-in table in our reception area.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils to fully embrace the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities of different cultures and beliefs that exist in society today in order ensure they emerge as tolerant individuals, respectful of all groups.

We record all hate incidents and prejudice-based bullying using CPOMS. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for those affected and their families. This includes sanctions and support for perpetrators and their families and education for our pupils.

Implementation, monitoring and reviewing

This policy was published in February 2021, and it is evaluated and reviewed annually; the objectives are evaluated and reviewed every 4 years. It will be actively promoted through our school website.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

The Head Teacher will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives

We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be monitored regularly and renewed every 4 years and can be seen on the next page.

Linked policies/procedures:

Anti-bullying

Special Educational Needs & Disability

Charging & Remissions

Safeguarding & Child Protection

Admissions

Section 3

EQUALITY OBJECTIVES: 2026 – 2030

Link to Public Sector Equality Duty	Protected characteristic	Aim	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc.	Action:	Who's responsible?	Dates from and to:	Milestone/progress:
All aims of duty	All protected characteristics	To ensure the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life	Ensure the diversity of pupils/students involved in the decision-making processes of the school	Minority, marginalised and vulnerable pupils/students	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school, clubs	SLT PE lead	Ongoing	
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/ Race/Gender identity/ Disability/ Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Students feel safer as reported in safer schools' survey as feel incidents will be dealt with. Increased staff confidence. Accurate reporting rates.	Whole school and specifically BME /LBGTU/SEND pupils/students or those from a Faith background	To review and update existing policies and practice relating to bullying in line with the review cycle or in response to issues Ensure continuing professional development for staff to develop skills in identifying and challenging prejudice Assemblies/PSHE	SLT PSHE lead	Ongoing	
Advance equality of opportunity	Sex	To promote opportunities for children to learn more about career opportunities which challenge gender stereotyping	Children are aware of different career opportunities	All pupils	Provide activities that allow pupils/students to explore different careers Aspirations work in curriculum – lessons, visits, visitors	All staff	Ongoing	

Fostering good relations	All	To promote good relations between people from different background	Improved understanding of Gateshead's community and the diversity within it Increased positive attitudes towards disabled people	All classes	Curriculum – Communities – Identify opportunities to look at local, national and global communities	SLT PSHE Lead	Ongoing	

Equality Act 2010

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

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

This relates to:

- prospective pupils

- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/

http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010

General duty

- To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.