



South Gosforth First School
'Roots to grow and wings to fly'

South Gosforth First School

Equality Information and Objectives

Includes:

Public Sector Equality Duty (PSED)

Approved by:	Full Governing Body	Date:	February 2022 (Amended)
Last reviewed on:	October 2020		
Next review due by:	February 2022 (Equality Information) February 2024 (Equality Objectives must be reviewed every 3 years)		

Members of staff with responsibility:

- Rob Adams (Head Teacher and PSHE Leader)
- Kate Rutherford (Designated Member of Staff for Equality and SENCo)
- Rebecca Harle (Inclusion Link Governor)

Aims

South Gosforth First School 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.

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](#).

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 school, 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 Head Teacher.

The equality and inclusion link governor is Rebecca Harle. They will:

- Meet with the designated member of staff for equality annually, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing body regarding any issues.

The Head Teacher, Rob Adams, will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality is Kate Rutherford. They will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor annually to raise and discuss any issues.
- Support the Head Teacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the equality objectives outlined within it.

Eliminating Discrimination

South Gosforth First School 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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings and in specific training sessions.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

At South Gosforth First School the protected groups are:

- Children with disabilities and specific health problems or medical issues.
- Children with special educational needs.
- Children from different racial and ethnic backgrounds.
- Children with different religious beliefs or faiths.
- Differences between boys and girls.
- Children who are eligible for Pupil Premium or have previously received free school meals.
- Looked after children or previously-looked after children.
- Gypsy, Roma and Traveller families.
- Families from different socio-economic backgrounds.

- Any vulnerable groups (the term vulnerable groups is used to refer to all children who are at risk of underachieving).

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school 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. ensuring pupils with Special Educational Needs (SEN) are provided with reasonable adjustments to allow them to fully access the curriculum.
- Taking steps to meet the particular needs of people who have a particular characteristic, e.g. ensuring the school makes provision for children with disabilities to access all activities alongside their peers.
- 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 extra-curricular activities offered by the school.

In fulfilling this aspect of the duty, the school has:

- Published attainment data each academic year showing how pupils with different characteristics are performing.
- Analysed the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Made evidence available identifying improvements for specific groups (e.g. attendance data for specific groups).
- Published further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting acceptance, respect and an understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in R.E. 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, pupils will be introduced to literature from a range of cultures.
- The use of a PSHE curriculum that acknowledges the many different types of families we have as part of our school community at South Gosforth First School. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist will be done in a way that respects everyone.
- Holding assemblies dealing with relevant issues where pupils are encouraged to have a voice and share in discussions. School will also invite external speakers to contribute, e.g. Operation Encompass.
- Working with our local community. This includes inviting families to share their own experiences of faith celebrations, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with any tensions between different groups of pupils within the school if these were to arise. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds.
- All pupils being encouraged to participate in the school's extra-curricular activities.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. This includes training from the Local Authority, Public Health Newcastle, Northumbria Police (Operation Encompass) and Andrew Moffat (No Outsiders).
- School embodying the 'No Outsiders' message 'Everyone Different, Everyone Welcome' through its curriculum, assemblies and school vision.

Equality Consideration in Decision-Making

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

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or residential 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.

Equality Objectives

These Equality Objectives should be read alongside the SGFS Accessibility Plan.

Objectives	Strategies	Outcomes
To promote Spiritual, Moral and Cultural Development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity. To ensure a strong sense of respect, empathy and acceptance for differences in ethnicity, religion, sexuality, gender and ability.	- Children are given access to a curriculum designed to developing an understanding and awareness of the world around them e.g. different cultures, beliefs and religions. - School partakes in a range of charity events to raise the profile of different groups and to develop an appreciation of what the children themselves have. - Community activities take place to strengthen links with different groups including faith groups and other demographics e.g. visits to residential care for the elderly. - The Restorative Approach to Positive Behaviour Policy recognises that behaviour is a form of communication and therefore children are supported to make choices to help themselves and those around them. This is done through using a relational and restorative approach to enable all children to develop to their full potential and learn how to interact happily and successfully with those around them. - A PSHE curriculum and policy is developed which incorporates Relationships Education, Health Education and the use of 'No Outsiders' texts and will be used. This will be developed and monitored in consultation with key stakeholders including parents, carers and governors to ensure that it fully meets the needs of the school community. - Assemblies and 'Together Times' discuss issues related to equality and diversity with a promotion of the message that everyone is welcome at South Gosforth First School. - Texts used in school reflect the diverse community that South Gosforth First School has, as well as exploring other cultures and	The school and its community permeate an atmosphere of equality, diversity, cohesion and respect for all. Everyone at South Gosforth First School feels welcome and that they have an equal part to play in the school community. No one feels like an 'outsider' and everyone feels safe in the community.

	demographics not represented. These will include stories recounting experiences of refugees and asylum seekers, texts challenging gender stereotypes, the difficulties of overcoming language barriers, different family set-ups and texts featuring BAME characters. Discriminatory incidents and hate crimes taking place in the school community are reported to Newcastle City Council through Stop Hate UK.	
To analyse performance data to narrow the gap for identified groups.	- Termly analysis of data in school takes place to identify and provide for any gaps for groups and individual pupils. Pupil Progress meetings with Class Teachers will regularly assess the impact of planned interventions as well highlighting where adjustments need to be made. - Funding, such as Pupil Premium, Pupil Premium Plus and SEND funding, supports specific groups to close the gap through targeted interventions and specific resources and opportunities being made available. This is reviewed annually for impact. - The curriculum supports all groups of children equally and training is provided to staff to enable this e.g. SEND training, Raising Boys Achievement Training, Girls in STEM training.	All children make at least expected progress from their own relative starting points. Known gaps between identified groups and remainder of the cohort will be narrowed through targeted intervention.
To ensure that all pupils are punctual and attend school consistently.	- South Gosforth First School has employed a School Attendance Officer to monitor attendance and punctuality of individual pupils and groups. - Support will be given to families where children show persistent lateness or who have attendance below 95% for reasons other than medical absence, to improve attendance and punctuality for all.	Attendance for all groups is comparable. There is no significant difference between groups of children.

Monitoring Arrangements

The Head Teacher and link governor will review the equality information held in this policy annually and will ensure that up to date equality statements are provided.

This document will be reviewed and approved by the full governing body at least every 4 years.

Links with Other Policies

This document links to the following policies:

- Accessibility Plan
- Relationship Education Policy
- SEND Policy
- Restorative Approach to Positive Behaviour Policy