



## Gosforth Park First School

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### Document Number

GP-GB-PO-030

### Document Name

GPFS Equality Policy

### Version Number

V 01

### Version Control

Document	Version	Date	Author	Change Description
GP-GB-PO-030	01	30/01/2020		Updated by Leanne Lamb
GP-GB-PO-030	01	10/12/2018	Governing Body	Document release in QMS format

## **Equality Policy**

Since the Equality Act became law in 2010, public bodies have been required by law to uphold a duty to promote disability, race and gender equality. In April 2011 this was replaced by a single public sector equality duty (known as the PSED or the equality duty). This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. It put in place a number of duties to ensure public bodies and schools have due regard to certain 'protected' groups:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

Gosforth Park First School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice. Gosforth Park First School strives to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. When reviewing school policies and procedures, we are also committed to considering emerging equality issues

### **We endeavour to promote the equality duty as a school by:**

- Promoting Community Cohesion (under the Education and Inspections Act 2006).
- Eliminating discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).
- Helping pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have.
- Encouraging and support our pupils with their own commitment to promoting equality and that everyone has the right to 'respect' as an individual
- Collating and analysing information and data on all aspects of school life to ensure that policies and practices are fit for purpose to the needs of different groups of pupils.
- Analysing school performance data, on progress and attainment, to identify vulnerable groups of children and implement strategies to narrow the gap between them, the remainder of the cohort and national attainment averages.
- Eliminating potential discrimination to balance the interests of our pupils ensuring best possible educational outcomes; for example guaranteeing accessibility for disabled pupils around the school site and during residential trips / educational visits.



- Ensuring a stimulating and engaging learning environment that will meet the needs of all our pupils regardless of sex, race, disability, or sexuality. School has received recent Stonewall Champion training to commit to LGBT equality. (Lesbian, Gay, Bisexual, Transgender)
- Providing additional support for those with disability or special educational needs to ensure that they are able to fully access the curriculum.
- Managing and supporting standards of good behaviour outlined in behaviour and safeguarding policies to ensure all pupils feel safe and secure.
- Promoting a sense of social conscience and aspiration amongst all groups of children enabling them to maximize their full potential as learner, citizen and human being.
- Supporting effective partnerships by encouraging initiatives among pupils, parents, carers, and members of the local community and wider community.
- Supporting national initiatives of promoting 'British Values' amongst our school community eg democracy, the rule of law and why we have them. This is linked to our school Golden Rules

**At Gosforth Park First School the protected groups are:**

- Children with disabilities and specific health problems.
- Children with special educational needs.
- Children from different racial and ethnic backgrounds.
- Children with different religion or beliefs.
- Differences between boys and girls.
- Children who have free school meals.
- Looked after children.
- Roamers and travellers.
- 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).

## Equality Objectives 2019-2020

Objective	Action	Impact - Outcomes
To promote Spiritual, Moral and Cultural Development through all appropriate curricular opportunities with particular reference to issues of equality and diversity	<p>To support children through :</p> <ul style="list-style-type: none"> <li>Developing an understanding and awareness of the World around them eg different cultures, beliefs, religions through an enriched curriculum which includes; charity work, International School work; community initiatives</li> <li>Whole school and class assemblies and collective worship</li> <li>PSHE cross curricular links</li> <li>Thirst for learning via curriculum enhancements</li> </ul>	<ul style="list-style-type: none"> <li>The school and its community permeate an atmosphere of equality, diversity, cohesion and respect for all.</li> </ul>
To ensure a strong sense of tolerance and acceptance for differences in ethnicity, religion, sexuality, gender and ability.	<ul style="list-style-type: none"> <li>In all aspects of school life, children will be encouraged to have empathy for pupils and be shown how they can support their peers in order that they can have equal opportunities.</li> <li>Review of PSHE and RE curriculum</li> <li>Monitoring of incidents of a discriminatory nature</li> <li>When incidents of a discriminatory nature are reported, the incidents are recorded and the 'individual' is appropriately spoken to, parents informed and where deemed appropriate reported to the LA.</li> </ul>	<ul style="list-style-type: none"> <li>This is enhanced by tolerant behaviours and curriculum access which is pertinent to the needs of the school population.</li> <li>Individuals understand the need for tolerance and acceptance and display this in their behaviours.</li> </ul>
To analyse performance data to narrow the gap for identified groups	<ul style="list-style-type: none"> <li>Termly analysis of data to identify and provide for any gaps</li> </ul>	<ul style="list-style-type: none"> <li>All children make progress from their starting points</li> </ul>
To ensure that pupils are punctual and attend school consistently.	<ul style="list-style-type: none"> <li>Registers are checked regularly and, where there is concern the Headteacher will contact parents.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance for key groups is increased</li> </ul>



### **Conclusion**

At Gosforth Park First School we aim to ensure an environment where mutual respect is encouraged valued, the uniqueness of all is celebrated. All staff will actively promote the PSED statement within an environment in which children are encouraged to report challenge any behaviour or attitudes that fall short of this duty.

This policy will be reviewed every two years or earlier if deemed necessary.