



## Gosforth Park First School

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GPFS Equality Policy

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### Version Control

Document	Version	Date	Author	Change Description
GP-GB-PO-030	04	02/12/2024	Governing Body	No changes
GP-GB-PO-030	03	18/01/2024	Governing Body	Updated by James Hindess Designated member of staff for equality changed to Mr James Hindess Additional points added to Equality Objectives, e.g. staff training on Newcastle Universally Available Provision and Downs Syndrome Awareness
GP-GB-PO-030	02	17/10/2022	Governing Body	Updated by James Hindess
GP-GB-PO-030	01	30/01/2020	Governing Body	Updated by Leanne Lamb
GP-GB-PO-030	01	10/12/2018	Governing Body	Document release in QMS format



### **Aims**

Gosforth Park 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 board 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 every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher, **Mrs Leanne Lamb**.

The equality link governor is **Mr Eric Ferguson**, 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're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher, **Mrs Leanne Lamb**, will:

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



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The designated member of staff for equality is **Mr James Hindess**. They will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor annually to raise and discuss any issues
- Support the Headteacher 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 in.

### **Eliminating Discrimination**

Gosforth Park 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 through training sessions.

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

### **At Gosforth Park 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 religion or beliefs.
- 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 that are connected to a particular characteristic they have, e.g. ensuring pupils with Special Educational Needs and Disabilities (SEND) are provided with reasonable adjustments to enable 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 adjustments to provision to enable children with disabilities to access activities alongside their peers.
- Encouraging people who have a particular characteristic to participate fully in any activities, e.g. encouraging pupils of all socio-economic backgrounds 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, including through the Pupil Premium Statement and SEND Annual Report.
- Analysed the above data to determine strengths and areas for improvement, implementing actions in response and publishing this information.
- Made evidence available identifying improvements for specific groups (e.g. attendance data)
- Published further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

### **Fostering Good Relations**

Gosforth Park 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 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 are introduced to literature from a range of cultures.
- The use of a specific *community* curriculum driver which is incorporated throughout our wider curriculum offer at Gosforth Park First School. This enables children to regularly learn and reflect on issues that impact different people. For example, in Geography children study inequality in South Africa.



- Holding assemblies dealing with relevant issues, where pupils are encouraged to have a voice and share in discussions. School also invites external speakers and associations to contribute, e.g. Gosforth Voices Choir.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and 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 if and when these arise. For example, our school council 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.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- Gosforth Park embodying the *No Outsiders* message, 'Everyone Different, Everyone Welcome' through our curriculum, assemblies and school vision and values.

### **Equality Considerations in Decision-Making**

Gosforth Park 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 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 2022-2026

Our Equality Objectives should be read in conjunction with the Gosforth Park First School Accessibility Plan:

Objective(s)	Strategies	Outcomes
<p>To promote Spiritual, Moral and Cultural Development through all appropriate curricular opportunities with particular reference to issues of equality and diversity</p> <p>To ensure a strong sense of respect, empathy and acceptance for differences in ethnicity, religion, sexuality, gender and ability.</p>	<ul style="list-style-type: none"> <li>Children access a curriculum designed to develop and understanding of the world around them, e.g. different cultures, beliefs and religions.</li> <li>School partakes in a range of charity events which raise the profile of different groups and help the children reflect on their own responsibilities.</li> <li>Community activities take place to strengthen links with different groups including faith groups and other demographics, e.g. visits to a local church and Hindu temple.</li> <li>A phase response to behaviour, including a restorative approach to behaviour management recognises that behaviour is a form of communication and helps to support children to make choices to help themselves and those around them.</li> <li>A PSHE curriculum and policy is fully developed incorporates Relationships Education, Health Education and the use of <i>No Outsiders</i> texts/lessons.</li> <li>Whole school Assembly and Collective Worship with dedicated assemblies relating to equality and diversity, including the protected characteristics.</li> <li>Texts read and taught in school reflect the diverse community at Gosforth Park First School, as well as enabling children to experience other cultures not represented.</li> <li>Incidents of discriminatory behaviour are recorded and addressed according to school's Behaviour Policy and Anti-Bullying Policy.</li> </ul>	<p><i>Gosforth Park First School has a real sense of family. This is a view shared by pupils, parents and staff. The new motto, 'together we make a difference', is felt as you walk through the door. (Ofsted Inspection Report, 2020)</i></p> <p>The school and its community permeate an atmosphere of equality, diversity, cohesion and respect for all. Everyone at Gosforth Park First School feels welcome and that they are a part of the school community.</p> <p><i>The school is outward looking and works closely with the community. Recent fundraising has supported a number of local charities, including a hospice. (Ofsted Inspection Report, 2020)</i></p>





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<p>To analyse performance data to narrow the gap for identified groups</p>	<ul style="list-style-type: none"> <li>• Termly analysis of pupil performance data takes place to identify any emerging trends and identify gaps in attainment and/or progress for groups and individual pupils.</li> <li>• Termly pupil progress meetings take place between the headteacher, Special Educational Needs Coordinator (SENCO) and class teacher to assess the impact of teaching and additional support.</li> <li>• Funding, such as Pupil Premium, Pupil Premium Plus and SEND funding is used to support specific groups through additional and different support, including interventions where appropriate. This is reviewed at least annually.</li> <li>• The curriculum supports all groups of children equally and regular training is provided to staff to enable this, e.g. <i>Raising Attainment for Lower Attainers, Newcastle Universally Available Provision, Autism Awareness, Downs Syndrome Awareness</i></li> </ul>	<p>The vast majority of pupils at Gosforth Park make at least expected academic progress from their varied starting points.</p> <p>Known gaps in attainment and progress data between identified groups and the remainder of the cohort are addressed through quality first teaching and targeted additional and different support.</p>
<p>To ensure that pupils are punctual and attend school consistently.</p>	<ul style="list-style-type: none"> <li>• Gosforth Park First School uses a School Attendance Officer to monitor attendance and punctuality of individual pupils and groups.</li> <li>• The School Attendance Officer helps to support families with any issues relating to attendance and/or punctuality</li> <li>• Attendance is regularly celebrated during assembly and within the weekly newsletter in order to raise the profile of attendance and punctuality across school</li> <li>• Holiday absences will not be authorised during term time. Exceptional absences will need to be authorised through meeting with the Headteacher or her deputy.</li> </ul>	<p>Attendance for key groups is comparable. There is no significant difference between groups of children for attendance or punctuality.</p>



### **Monitoring Arrangements**

The Headteacher, designated member of staff and link governor will review the equality information held in this policy annually and will ensure that equality statements are updated.

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
- Special Educational Needs and Disabilities Policy
- Special Educational Needs and Disabilities Information Report
- Looked After Children Policy
- Medical Needs Policy
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Recruitment and Selection