



Equalities information and objectives statement

Oliver Goldsmith Primary School
“Inspiring a love of learning.”

Date to be Ratified: Sep 2023

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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](#).

3. 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
- Ensure that the published equality information is updated at least every year, and that the objectives 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

The headteacher will:

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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- 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 objectives as set out in section 8.

4. Eliminating discrimination

The 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.

All school staff are aware of their obligations to constantly monitor Equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware as appropriate.

5. 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., pupils with disabilities, or homosexual 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 societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying)
- 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 school 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 will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues.
- Working with our local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. 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, such as sports clubs.
- 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 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 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

8. Equality objectives

Objective 1

To ensure that all learners continue to build upon their knowledge and understanding within social justice themes including;

- Diversity and difference
- Disability
- Gender equality
- Wealth distribution/charity work
- Human rights/ Children's rights
- Environmental sustainability

Why we have chosen this objective:

We constantly strive to remove any forms of discrimination that could be a barrier to learning. We encourage everyone in our school community to gain a positive self-image and to have high self-esteem.

To achieve this objective, we plan to:

In addition to coverage across the curriculum, termly themed learning adventure weeks will focus on specific themes. This will ensure that children will encounter a range of themes as they move through the school.

Progress we are making towards this objective:

Termly learning adventures established and planned into school diary.

Objective 2

Staff and governors involved in recruitment and selection to be trained on on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

We are an inclusive school and the recruitment process to abide by The Equality Act 2010 and schools.

To achieve this objective, we plan to:

Ensure that all leaders and governors involved in the recruitment process receive training.

Progress we are making towards this objective:

Head teacher and Inclusion lead have attended 'Anti-racist approach' training.

Objective 3

To regularly monitor learning environments to ensure that, where at all possible, reasonable adjustments have been made to meet the needs of all learners.

Why have we chosen this objective?

We are an inclusive school catering for a wide range of SEND needs. Our aim is that every learner will have the necessary adaptations and reasonable adjustments to enable them to make good progress from their starting point. We also promote independence and ensure that we are best preparing learners for their next transition stage.

To achieve this objective, we plan to:

Regularly monitor and evaluate the effectiveness of our learning environments and make reasonable adjustments where required.

Progress we are making towards this objective:

Regular communication with Brent specialist teams including BDHIS, BVIS, WEST, SALT, BOAT working on recommendations from specialists.

Lower hand rails installed on stairs around the school

Safety stripes on stairs around the school

Use of BAHAs and mini mics in classroom

Planning of future building work taking into account physical disabilities and how to minimize barriers.

Inclusive classroom displays (neutral colours)

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

This document will be reviewed by the governing board and headteacher at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Inclusion Policy