



## Equality Duties Policy

(INCLUDING SCHOOL EQUALITIES INFORMATION)

<i>Review date</i>	March 2026
<i>Review period</i>	Annual by SLT/Every four years by Trustees (in line with Equality Objectives)
<i>Next Review date</i>	March 2027 / March 2030 (Trustees)
<i>Policy type</i>	Legislative
<i>Other related policies</i>	Equality Objectives Equality Information Anti-harassment and bullying policy

### EQUALITY STATEMENT

#### Aims

As a school we welcome our duties under the Equality Act 2010 and aim to meet its obligations under the public sector equality duty by having regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- advance equality of opportunity people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics

#### 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:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

This document also complies with our funding agreement and articles of association.

## Roles and Responsibilities

School Community	Responsibility
<b>Trust Board</b>	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Trust Board will also agree the Equality Statement and objectives.
<b>Headteacher</b>	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
<b>Senior Management Team</b>	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
<b>Teaching Staff</b>	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
<b>Non-Teaching Staff</b>	Support the school and the Trust Board in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents
<b>Parents</b>	Take an active part in identifying barriers for the school community and in informing the Trust Board of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
<b>Pupils</b>	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
<b>Local Community Members</b>	Take an active part in identifying barriers for the school community and in informing the Trust Board of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on the school website and through emails to staff and Trustees.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (only applicable for staff, not students)
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (only applicable for staff, not students)

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., pupils with disabilities, or gay 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 and trips).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions – this will be updated each academic year (We will not publish any information that can specifically identify any individual child or adult).
- Prepare and publish equality objectives – updated at least every 4 years.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions/behaviour management
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Core Statements:**

In fulfilling our legal obligations, we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely.

Statement 7: We strive to ensure that society will benefit.

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we will address them immediately and record them on CPOMS. We will continue with our existing practice that all incidents of prejudice related discrimination will be reported to the Headteacher.

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Trust Board. In line with our current practice, we will continue to refer all prejudice related incidents to the Headteacher.

### **Monitor and Review**

Every four years, we will review our objectives in relation to any changes in our school profile.

### **Equality Objectives and Equality Information**

Please refer to the school's Equality Objectives (updated every 4 years) and Equality information (updated annually).

### **School Equalities Information**

As a school we welcome our duties under the Equality Act 2010 and aim to meet its obligations under the public sector equality duty by having regard to the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

The Griffin Primary School is an inclusive and diverse community and has used the following process to assist it in identifying some of the barriers to their pupils in accessing education provision.

### **What is the school profile?**

Age of children on roll? **2-7 years**

How many children are on roll? **124 as at 03/03/26**

## What information on pupils is collected by protected characteristics?

Using SIMs data the following information was available:

ETHNIC BACKGROUND					
Ethnicity	Total	Ethnicity	Total	Ethnicity	Total
White English	49	White – Western European	1	Asian – any other ethnic group	5
White - any other Asian background	3	White other	5	Black Nigerian	1
White – any other ethnic group	3	Greek	1	Chinese – any other ethnic group	1
White – Eastern European	3	Asian British	2	Black – any other ethnic group	7
White – European	6	Indian	28	Other Asian	1
Refused	2	Other Chinese	1	Other Ethnic Group	1
Other mixed background	1	Sri Lankan Tamil	1		

GENDER		
	Total Number	Percentage
Male	69	56%
Female	55	44%

DISABILITY CATEGORIES		
	Total Number	Percentage
Disability recorded	2	2%
No disability recorded	122	98%

SPECIAL EDUCATIONAL NEEDS (SEN)		
	Total Number	Percentage
Educational Health Care Plan (EHCP)	6	5%
SEN Support	13	10%
No identified SEN	105	85%

RELIGION AND BELIEF					
Religion/Belief	Total	Religion/Belief	Total	Religion/Belief	Total
Christian	27 = 22%	Hindu	17 = 14%	Jewish	0
Catholic	4 = 3%	Muslim	4 = 3%	No religion	42 = 34%
Buddhist	0	Sikh	14 = 11%	Other faith	15 = 12%

### No Information was available on the protected characteristics of:

**Gender Reassignment** - The school does not record information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.

**Sexual Identity** - The school does not record information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT). The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitively when collected.