

# Equality information and objectives policy

**Greenside School**



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Learning Achieving Together

**Approved by:** Governing Board

**Date:** May 2025

**Last reviewed on:** June 2021

**Next review due by:** May 202

## 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, harassment, victimisation 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 a relevant protected characteristic

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, such as respect, creativity and collaboration.

## 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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

Academies, including free schools, if applicable, add/amend: This document also complies with our funding agreement and articles of association.

## 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/carers

- 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
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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**

Greenside 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. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher when necessary.

#### **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 gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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)

#### **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.

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

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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups.

## **8. Equality objectives**

Please see Appendix 1 for our current equality action plan. This was decided from a community survey in March 2025.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEND policy

## Appendix 1

### Greenside School Equality action plan 2025-2027

The actions below were based on equality survey shared to staff, parents and governors in March 2025. The progress made on this action plan will be tracked yearly by governors (in summer term meetings)

Action	Why important	Steps needed to achieve action	Cost implications	Targeted completion date
Better awareness of pronouns	So staff feel confident in their communication with each other and preferred names are used consistently	-Pronoun use (if wanted) to be included in person email signature -Pronouns are recorded in Arbor, these to accessible to leaders - Diversity and inclusion training to include 'pronoun' use'	None	June 2025
To have a gender-neutral toilet	So all staff/visitors can feel confident to use the toilet	Male staff toilet, to be change to gender neutral toilet	New signage (£30)	April 2025
Disabled bays to be used by appropriate vehicles	Currently a school vehicle is parked in space. Should be used by those with disabled badges	-Re location of school vehicle -Communication for staff to use the disabled bays if necessary -Admin to point visitors with disabled bays to use spaces	None	April 2025
To offer regular diversity and inclusion training	So staff understand the need to be inclusive and respectful of others	-To have a yearly D&I training for all staff -To explore what tweaks to induction process to D&I core principles	Cost of training (£300)	September 2025
More things for VI learners, tactile walkways	So our VI learners have opportunities to learn through our environments	-Review of what VI steps could be taken – ask VI consultant to meet with us to think of long	£2000 a year investment	Sep 2025- Sep 2027

		<p>term plan</p> <p>-Aim to make changes in stages over 3 years</p> <p>(more detail to be added once plan is identified)</p>		
Assemblies to have more VOCA opportunities	So every learners voice can be heard in group opportunities	<p>-Assembly plans to be reviewed to reflect on VOCA use</p> <p>-Pathway teams to have this as a question of focus on summer term</p>	None	June 2025
More mixing together of children of different abilities	Although pathways support cognitive learning, there can be limited opportunity for wider inclusion	<p>-To incorporate mixing pathways for school events – sports days, joint art projects etc</p> <p>-To enable once a term opportunity (minimum) for joint pathway learning</p>	None	Each term – starting Summer 2025
Supporting parents with training opportunities and support that can help them at home	So parents feel included in the school and seen as 'partners' in their child's development	-Phoenix to be utilised to offer a planned number of training and other inclusion activities with parents	PP money - £3000 earmarked for this purpose	To be shared in Summer 2025
RAs to have a reviewed guidance/approach for their use and development.	So staff who need additional support (not just the more severe cases) can have this documented and quantified	<p>-Leaders to access training and support on 'best practice' for RAs</p> <p>-A new system is developed to support everyone getting the support they need and is reasonable for the school capacity</p> <p>-A clear system is shared and followed in the school</p>	£300 training courses for leaders	<p>April -July 2025 – training and approach development</p> <p>Sep 2025 – new system used in school</p>

