



## **Greasley Beauvale Primary and Nursery school** **Equality Objectives 2024-2028**



### **Equality Objectives 2024-2028**

Greasley Beauvale Primary and Nursery School is committed to promoting the welfare and equality of all its staff, children, governors and parents and carers. The school sees all members of the school community of equal value, regardless of any protected characteristic. The school's policies, procedures and curriculum will not discriminate but must nevertheless take account of differences in life experience, outlook and background.

The school's Equality Policy and Objectives Statement sets out how the school is meeting The Public Service Equality Duty (PSED) and outlines how equality of opportunity is ensured for all members associated with the school community. The Equality Objectives Statement is reviewed at least every four years and is published on the school website annually, along with the Equality Policy.

The school has consulted with stakeholders to establish the equality objectives and has drawn up the following objectives and actions. The school will review the steps being taken annually, the progress made towards the achievement of these objectives and in line with the specific duties of the PSED.

### **The Equality Act 2010 (Section 149)**

Under the Equality Act 2010 (Section 149), schools are required to have regard to:

***Eliminating unlawful discrimination, harassment and victimisation***  
***Advancing equality of opportunity between those who share a protected characteristic and those who do not***  
***Fostering good relations between those who share a protected characteristic and those who do not.***

### **Equality Aim 1: Eliminating unlawful discrimination, harassment, and victimisation as required by the Equality Act 2010.**

#### **1. Embedding a Strong Anti-Discrimination, Harassment and Victimisation Culture**

◆ **Objective:** Ensure that all pupils, staff, and parents understand that discrimination, harassment, and victimisation are unacceptable and will not be tolerated.

◆ **Action:**

- Regularly communicate the school's zero-tolerance stance on discrimination, harassment and victimisation.
- Display clear messaging around school about zero-tolerance, inclusion and respect.

- Remind children of the Rainbow Values when tackling issues and use them as part of restorative conversations.

## 2. Strengthening Anti-Bullying and Behaviour Policies

✦ **Objective:** Ensure all relevant policies explicitly outline how the school tackles discrimination, harassment, and victimisation.

◆ **Action:**

- Review and update relevant policies to reflect protected characteristics.
- Ensure that incidents relating to protected characteristics are logged, monitored, and acted upon.
- Share clear reporting mechanisms for pupils, staff, and parents to raise concerns safely.

## 3. Develop and Evolve a Curriculum That Promotes Respect and Inclusion

✦ **Objective:** Provide a curriculum that educates pupils about protected characteristics, discrimination and its impact, fostering a culture of respect.

◆ **Action:**

- Integrate lessons on equality, diversity, and human rights into PSHE and across subjects.
- Use diverse books, case studies, and real-world examples to challenge/neutralise stereotypes.
- Deliver assemblies on kindness, respect, and standing up against discrimination, harassment and victimisation.
- Deliver lessons, and carry out restorative conversations where needed, to support children to build tolerance of those with different protected characteristics and backgrounds.

## 4. Encouraging a Safe and Inclusive School Environment

✦ **Objective:** Create an environment where all pupils feel safe, respected, and able to report concerns without fear.

◆ **Action:**

- Introduce peer mentors or playground buddies to support younger children and children with SEND and vulnerabilities.
- Establish a safe space or trusted adult system for pupils to report discrimination concerns.
- Conduct annual staff, pupil and parent surveys to assess school culture and areas for improvement.

## 5. Holding Staff, Parents, Governors and Leaders Accountable

✦ **Objective:** Ensure that all stakeholders actively promote equality and take immediate action against discrimination.

◆ **Action:**

- Provide appropriate ongoing CPD for staff on recognising and addressing unlawful behaviour.
- Hold leaders and staff accountable for promoting equality through performance management and school improvement plans.
- Hold parents and carers accountable for their views, and the views of their children, where incidents against the protected characteristics have occurred.
- Hold parent and carer events, whereby school support members of its community to understand policies and practices and how to behave in modern day society and within the school community (e.g. share No Outsiders materials and Zones of Regulation strategies).

	2024-2025 Review	2025-2026 Review	2026-2027 Review	2027-2028 Review
1				
2				
3				
4				
5				

**Equality Aim 2: To advance the equality of opportunity between people who have a protected characteristic and those who do not:**

**1. Curriculum and Representation**

✦ **Objective:** Ensure that the curriculum reflects diverse cultures, backgrounds, and experiences, promoting a more inclusive worldview.

◆ **Action:**

- Review and update the curriculum to include diverse authors, historical figures, and case studies reflecting different protected characteristics (e.g., race, disability, gender).
- Continue to teach and expand on the No Outsiders approach to equality and understanding different protected characteristics.
- Ensure that children are taught about appropriate diagnoses and understand the world of SEND around them, so they develop knowledgeable understanding and mutual respect (e.g. autism, ADHD, Down Syndrome and Tourette’s Syndrome).

**2. Tackling Disadvantage and Closing Gaps**

✦ **Objective:** Reduce the attainment gap between pupils with protected characteristics (such as SEND, Pupil Premium) and their peers.

◆ **Action:**

- Use targeted interventions, additional support, and enrichment opportunities for pupils who may face barriers to learning.

**3. Staff Training and Awareness**

✦ **Objective:** Improve staff awareness and confidence in addressing unconscious bias and promoting equality.

◆ **Action:**

- Provide CPD on anti-racism, unconscious bias, and inclusive teaching to ensure staff can create an equitable learning environment.

#### 4. Increasing Participation in Extracurricular Activities

✦ **Objective:** Ensure children from all backgrounds, particularly those with disabilities, SEND and those from low-income families, have equal access to clubs, school trips, and leadership opportunities.

◆ **Action:**

- Offer financial support for school trips and ensure clubs and leadership roles are accessible to all.
- Monitor the uptake and registers of after school clubs.

#### 5. Community Engagement and Role Models

✦ **Objective:** Promote engagement with a diverse range of role models to challenge stereotypes and widen pupils' aspirations.

◆ **Action:** Invite guest speakers and partner with diverse organizations to provide positive role models in various fields (e.g., BAME professionals, disabled athletes).

	2024-2025 Review	2025-2026 Review	2026-2027 Review	2027-2028 Review
1				
2				
3				
4				
5				
6				

#### Equality Aim 3: To foster Good Relations

*These objectives focus on promoting understanding, respect, and positive relationships between people with protected characteristics and those without, in line with the Equality Act 2010.*

#### 1. Encouraging Meaningful Interactions and Experiences

✦ **Objective:** Provide opportunities for pupils to engage with people from different backgrounds to break down stereotypes.

◆ **Action:**

- Arrange school trips, exchange programs, or visits to more diverse communities.
- Invite guest speakers from different backgrounds, including those with disabilities, different faiths, and LGBTQ+ identities.
- Establish partnerships with schools in more diverse areas to promote cross-cultural friendships.

## 2. Tackling Stereotypes and Prejudice Through Reflection, the Curriculum and Discussion

✦ **Objective:** Create a school environment where pupils feel confident discussing differences positively and challenging stereotypes.

◆ **Action:**

- Use class discussions to address stereotypes and misconceptions.
- Following any cases of stereotypes and misconceptions, address the concerns through restorative conversations to educate appropriately.
- Ensure that all cases of stereotypes and misconceptions are followed through with thorough pupil voice and all issues are fully investigated and 'unpicked'.
- Encourage pupil voice activities, such as Pupil Parliament and Pupil Drive Teams, to discuss equality issues.
- Teach critical thinking skills to help pupils challenge biased narratives in the media.
- Ensure that all negative connotations and unconscious biases are challenged appropriately, and children are supported to understand the British Values (including mutual respect and tolerance) and how we should behave as humans in modern day society.
- Consider interventions that focus on building relationships between children with different experiences and protected characteristics and those who do not.

## 3. Community Engagement and Parent Involvement

✦ **Objective:** Involve parents and the wider community in fostering good relations and promoting inclusivity.

◆ **Action:**

- Hold parent workshops on diversity, inclusion, and anti-discrimination.
- Celebrate different cultures and traditions through school events and festivals.
- Work with local organisations to bring role models into the school.
- Challenge parents and carers, and show zero tolerance, where they go against inclusivity and the Rainbow Values associated with equality.

	2024-2025 Review	2025-2026 Review	2026-2027 Review	2027-2028 Review
1				
2				
3				