



Public Sector Equality Duty

Geoffrey Field Junior School

Written: September 2022

Review: September 2026

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. We understand the need to ensure that those with protected characteristics are not discriminated against and are given equal opportunities regardless of:
 - Age
 - Disability
 - Race, nationality, ethnic or national origin
 - Sex (including transgender people)
 - Gender reassignment
 - Maternity and pregnancy
 - Religion or belief
 - Sexual orientation
 - Marriage and civil partnership (for employees)

Our school is committed to equality for our whole school community. We recognise that people have different needs and understanding that treating people equally does not always mean treating them all exactly the same. Instead, we focus on barriers that could lead to unequal outcomes for different groups within our school and what we can actively do as a school to overcome these

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
- 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 will:

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

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

Our ethos is one of inclusion. Geoffrey Field Junior School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. We recognise that we are a multicultural school and we embrace the diversity that this brings. At GFJS we:

- Value and treat equally everyone regardless of their race, gender, disability, religion/belief, sexual orientation or age
- Celebrate our multicultural make up – we have an annual languages day celebration and pupils from different religions or nationalities act as 'experts' in assemblies, PSHE and RE lessons
- Take seriously any incidents of discrimination or bullying and work with both the pupils and parents to ensure that there are no further incidents and to support those targeted
- Tilt the curriculum in response to any emerging issues so that these can be fully explored with pupils and to support them to develop greater awareness and appreciation of differences
- Assess the needs of individuals (pupils and staff) with disabilities or changes of circumstances and make adaptations to support them

- Are an equal opportunities employer and ensure that no applicant or employee receives less favourable treatment on the grounds of race, gender, disability, religion/belief, sexual orientation, marital status or age

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Geoffrey Field aims to advance equality of opportunity by:

- Continually adapt the curriculum and teaching to ensure it meets the needs, abilities and learning styles of all pupils
- Analyse and evaluate the attainment and progress that different pupil groups are making in order to take action if any group is doing less well than their peers
- Provide targeted support to vulnerable and disadvantage pupils
- Provide auxiliary aids or adapted resources which relate to specific SEND needs
- Involve parents and pupils in the decision making about provision and targets for SEND Pupils
- Ensure there is adequate access to the physical environment, including for pupils with medical or physical SEND
- Ensure that all pupils are able to take part in extra-curricular activities and school visits, using careful monitoring of the uptake of different groups to ensure that no one is disadvantaged.
- Provide additional support to learn English for pupils with English as an additional language (EAL)
- Provide an enriching curriculum that is full of opportunities to expand our pupils' experiences while they are with us.

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 above data 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 ethos and atmosphere across the school encourages consideration and respect for each other. In addition, we proactively develop our pupils' awareness of others' differences and needs and the part that they can play in supporting others and being a good citizen.

- Our school values of kindness, respect, responsibility and resilience underpin the ethos of the school.
- We aim to prepare our pupils for life in a diverse society and ensure that that our curriculum promotes the spiritual, moral, social and cultural development of our pupils
- Our PSHE curriculum develops pupils' understanding of friendships, relationships, tolerance and respect for others and the impact that stereotyping, prejudice and discrimination can have on individuals and groups of people

- We provide opportunities for pupils to listen to a range of opinions, discuss and to empathise with different experiences

- Our RE curriculum develops understanding of a range of cultures and religions.

- We have whole school monthly assembly themes related to our school values and British Values. These are subsequently built on in area assemblies, giving pupils the chance to explore themes in depth and addressing any relevant issues that have arisen in the school or in the news.

- We have our own programme of community service called Community Matters, which empowers our pupils to play a role in wider school life, take on additional responsibilities within school and make links with and a contribution to the wider community.

- We actively engage with others with specialist knowledge that will support us with developing pupils' awareness and provide opportunities for them to work with pupils in assemblies and as part of the curriculum. These include Make a Difference and RE Inspired (specialist RE workshops)

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

See equality objectives

9. Monitoring arrangements

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

This document will be reviewed and approved by the full governing body at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy
- Bullying Policy

APPENDIX A

Annual Equality Data Publishing Geoffrey Field Junior School September 2022

YEAR	N°. OF PUPILS	BOYS	GIRLS
Y3	90	44 (48.9%)	46 (51.1%)
Y4	90	53 (58.9%)	37 (41.1%)
Y5	88	39 (44.3%)	49 (55.7%)
Y6	90	53 (58.9%)	37 (41.1%)
ALL	358	189 (52.8%)	169 (47.2%)

<i>Ethnic Group</i>	<i>% Pupils</i>
<i>White - British</i>	39.4
<i>Pakistani</i>	17.6
<i>Black - African</i>	7
<i>Any Other Asian Background</i>	6.4
<i>Any Other White Background</i>	5.9
<i>Indian</i>	5.3
<i>White and Black Caribbean</i>	5
<i>White and Asian</i>	2.8
<i>White and Black African</i>	2.5
<i>Any Other Mixed Background</i>	2.2
<i>Any Other Ethnic Group</i>	5.9