

# Gladesmore Community School



## Equality & Diversity Statement and Objectives 2020-2024

**[EQ1a]**

Last updated : 24.01.24	Next review : Jan 2025	
Governing Body :		
Status : Statutory	Index : Equalities	Website : Y

## **Equality & Diversity Statement and Objectives**

### **INTRODUCTION**

Gladesmore Community School is committed to equality both as an employer and a service provider. This is embedded in our school ethos. We aim to help and enable all pupils to adopt our REACH values. The fulfilment of these REACH values aims to create a well-ordered community, with high standards and a caring approach, which recognises that the purpose of school is to equip pupils with the skills they will require as balanced individuals able to go on to make a positive contribution to society.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation, and other prohibited conduct
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Our Equality Act Information and Objectives are outlined in this document below.

Gladesmore is committed to achieving high standards of effort, behaviour, and commitment so that pupils have the opportunity to realise their potential. As a school we inspire a love of learning and a genuine respect for all members of our multicultural, multi-faith community.

### **PROMOTING EQUALITY AND COMMUNITY COHESION**

At Gladesmore we have a strong commitment to fairness and equality in everything that we do.

- We endeavour to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the school is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils, extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our PTA and School Council.
- We aim to avoid harassment, less favourable treatment or discrimination.
- All cultures and languages are valued equally regardless of numbers.
- Each member of the school is regarded as an individual and should not be stereotyped or discriminated against in line with the protected characteristics.
- We advance equality of opportunity and foster good relations

- We promote community cohesion, and the spiritual, moral, social, and cultural development of pupils, this supports how we meet the needs of different groups of pupils and how we foster good relations.

We emphasise the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain ethnic and cultural backgrounds
- Pupils who are supported by the pupil premium
- Pupils who are disabled
- Pupils who have special educational needs.

## COMPLIANCE

The school complies with the requirements of the Public Sector Equality Duty as this relates to schools and details of the objectives that have been set for the period 2020-2024.

These support our commitment to providing an environment in which everyone has complete equality of opportunities and does not suffer any discrimination, whether directly or indirectly. The Public Sector Equality Duty as outlined in the Equality Act 2010 requires schools to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not ; and
- Foster good relations between people who share a protected characteristic and those who do not. Protected Characteristics There are 9 Protected Characteristics under the Equality Act; Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. The Equality Duty requires schools to consider how its activities affect the people who share these different protected characteristics.

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

## ADVANCING EQUALITY OF OPPORTUNITY

The school aims to advance equality of opportunity by:

- 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)

- 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 clubs).
- In fulfilling this aspect of the duty, the school will:
- Consider the published attainment data each academic year showing how pupils with different characteristics are performing
- Analyse school results to determine strengths and areas for improvement and
- Monitor in school data to identify trends and consider effective intervention where necessary for specific groups (e.g., incidence of SEND bullying).

#### FOSTERING GOOD RELATIONSHIPS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting acceptance, 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. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute (e.g. Terrence Higgins Trust).
- Taking a leading role. working with our local community and organising activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups within the community and in society.
- Pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers and take a leading role in the Tottenham to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about characteristics, which helps inform and develop our approach.

#### EQUALITY CONSIDERATIONS IN DECISION MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school will consider the impact of significant decisions on 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 suitable for different genders.

We will engage and consult with pupils, staff, parents and carers, and the local community, so we can continually develop our awareness of equality issues, learn about the impact of our policies.

---

## **EQUALITY & DIVERSITY OBJECTIVES for 2020-2024**

Schools are required to establish at least one Equality Objective to address any areas of inequality, or possible inequality, that has been identified through reviews and analysis of our activities, including our performance outcomes.

Our Objectives are set out below. Progress against these objectives will be monitored by SLT and reported annually to the Governing body at which time they will be reviewed and updated, as necessary.

### **Curriculum Intent, Implementation & Outcomes:**

- (1) We will close the gaps in attainment and progress between pupils and all groups of pupils; especially pupils from BAME heritage groups, pupils eligible for free-school meals, pupils with special educational needs and disabilities, and looked after children.
- (2) We will further promote equality and diversity through curriculum offer.
- (3) We will further support those pupils who have medical needs to ensure their access to education is not hindered due to their individual circumstances.

### **Personal Development**

- (4) We will further the personal development of pupils including:
  - Reinforcement of the Gladesmore ethos and REACH values
  - Enabling pupils to access a range of extra-curricular opportunities
  - Reaffirming the commitment and aspiration of, and for, pupils.

### **Behaviour and Attitudes:**

- (1) We will actively avoid stereotyping and promote the appreciation of people with protected characteristics

- (2) We will promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

**Leadership and Management:**

- (3) We will ensure that agreed capital building works continue to be planned in the context of improving any accessibility issues so that pupils and staff with disabilities may participate fully in all school activities.
  - (4) We will ensure that the staff and governing body is reflective of the local community being ethnically, religious and linguistically diverse.
-