



**The Eliot Bank and Gordonbrock
Schools Federation**



Equality Policy, Information and Objectives

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1. Introduction

Discrimination inevitably affects everyone as it is embedded in our society and influences daily interactions, attitudes and expectations. The process of acquiring and practising such attitudes is subtle and largely unconscious. It is often only extreme behaviour, which is perceived as unacceptable.

The strength of discriminatory messages in what occurs informally and subconsciously in schools dictates that tackling the problem must be the responsibility of all.

2. 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.

3. 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.

3.1 The Equality Act 2010

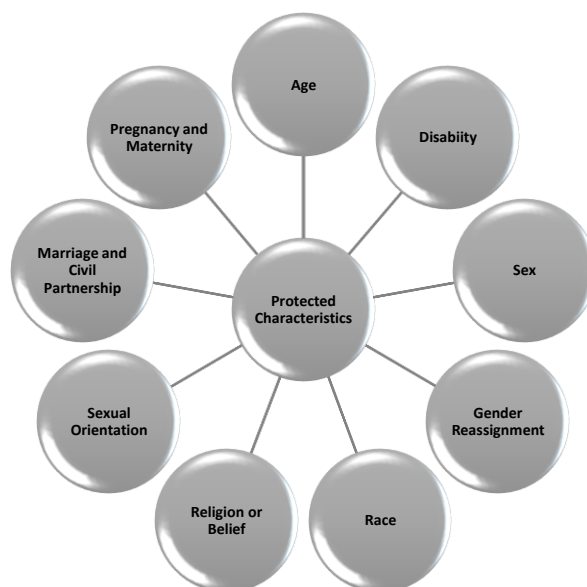
A person is legally protected from discrimination by the Equality Act 2010. The act protects people from discrimination on the basis of certain characteristics, known as the ‘protected characteristics’. The act protects a person from discrimination in the following instances:

- at work;
- in education;
- as a consumer;
- when using public services;
- when buying or renting property; and / or
- as a member or guest of a private club or association.

You’re also protected from discrimination if:

- you’re associated with someone who has a protected characteristic, for example a family member or friend; and / or
- you’ve complained about discrimination or supported someone else’s claim.

3.1.1 The ‘Protected Characteristics’



The protected characteristics as defined in the [Equality Act 2010](#) are:

- age¹;
- gender reassignment;
- being married or in a civil partnership (applies to adults);
- being pregnant or on maternity leave;
- disability;
- race including colour, nationality, ethnic or national origin;
- religion or belief;
- sex; and
- sexual orientation.

3.1.2 Other Characteristics

Our schools are inclusive schools. The Eliot Bank and Gordonbrock Schools Federation is relentless about the well-being, progress and highest outcomes of every child and where all members of our community are of equal worth therefore we also include other areas of equality, social and economic circumstance, and speakers of languages other than English.

3.2 The Equality Act 2010 and Schools

3.2.1 Pupils

The [Equality Act 2010](#) applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools in England and Wales.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of any of the above protected characteristics.

The Act makes it unlawful for the governing body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions;
- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility or service; and / or
- by excluding a pupil or subjecting them to any other detriment.

3.2.1 Staff

Schools are not only places of learning but also places of employment. Equality of opportunity is important for staff as well as pupils.

¹ Applies to adults.

The Eliot Bank and Gordonbrock Schools Federation is committed to good employment practices to ensure equal opportunities for all employees. For more information see <https://lewisham.gov.uk/mayorandcouncil/counciljobs/ouremployees/what-employees-can-expect-from-lewisham-council>.

4. Roles and Responsibilities

4.1 Governors

The Governors of the Eliot Bank and Gordonbrock Schools Federation 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.

4.2 The Executive Head Teacher and Heads of School

The Executive Head and Heads of School will:

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

4.2 All Staff

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. The Eliot Bank and Gordonbrock Schools Federation Equality Statement

The Eliot Bank and Gordonbrock Schools Federation values the individuality of all of our children. The intake of both schools is a wonderful mix of ethnicity, race culture and socio-economic backgrounds. The children have a wide range of needs including those with special educational needs.

We are committed to giving all our children every opportunity to achieve to the highest of standards. We do this by taking account of pupils' varied backgrounds, experiences and needs.

We offer a deep, rich and ambitious curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

Schools are not only places of learning but also places of employment. Equality of opportunity is important for staff as well as pupils. The Eliot Bank and Gordonbrock Schools Federation is committed to good employment practices to ensure equal opportunities for all employees.

Our school is committed to equality both as an employer and a service-provider:

- We make every effort to ensure that everyone is treated fairly and with respect.
- We make every effort to ensure that our school is a safe, secure and stimulating place 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 make every effort to ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We make every effort to ensure that no-one experiences harassment, less favorable treatment or discrimination because of their age; any disability they may have; their ethnicity, color or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have regard to the need to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives.

We welcome the emphasis in the Ofsted inspection framework on the importance of diminishing the difference in achievement, which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds;
- pupils who belong to low-income households and pupils known to be eligible for free school meals;
- pupils who are disabled;
- pupils who have special educational needs; and
- boys in certain subjects, and girls in certain other subjects.

The Eliot Bank and Gorodnbrock Schools Federation seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with ‘protected characteristics’; age² ; gender reassignment; being married or in a civil partnership³;being pregnant or on maternity leave; disability; race including colour, nationality, ethic or national origin; religion or belief; sex; and sexual orientation, in accordance with the [Equality Act 2010](#).

² Applies to adults

³ Applies to adults

6. 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 – 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, within the Staff Code of Conduct.

7. 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 (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).

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.

8. 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 tolerance, 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.
- 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.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

9. 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; or
- 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.

10. Characteristics of School Population *(correct as of Autumn 2024 School Census)*

A. Pupils on Roll

Total Number of Pupils on Roll <i>(Reception to Y6)</i>		
No. of Boys	No. of Girls	Total
290	316	606

Total Number of Pupils on Roll <i>(Nursery to Y6)</i>		
No. of Boys	No. of Girls	Total
304	333	637

B. Pupils from Low Income Backgrounds

Free School Meals

Total Number of Pupils in Receipt of Free School Meals <i>(Reception to Y6)</i>		
No. of Pupils on Roll	No. of Pupils in Receipt of FSM	% of School Population
606	77	12.71 %

Pupil Premium

Total Number of Pupils Eligible for Pupil Premium <i>(Reception to Y6)</i>		
No. of Pupils on Roll	No. of Pupils in Eligible for PPG	% of School Population
606	81	13.37 %

C. Special Educational Needs

Total Number of Pupils with SEN Needs <i>(Reception to Y6)</i>		
Stage	No. of Pupils	% of School Population
No SEN Need	578	95.38%
SEN Support	52	8.58%
EHCPS	7	1.15%

SEN Statements⁴

Total Number of Pupils with A SEN Statement		
Statement Type	No. of Pupils	% of School Population
Communication and Interaction		
Emotional and Social and Mental Health Difficulties		
Cognition and Learning		
Sensory or Physical Needs		

D. Disability *(Reception to Y6)*

Disability	No. of Pupils	% of School Population
Problems with Hearing	1	
Problems with Mobility	2	
Problems with Vision	1	
Other Disability / Health Problems	3	
Total	7	1.16%

⁴ This Information is not collated until the Spring Census. Once the Information is collected this document will be updated accordingly.

E. Ethnicity & Race (Nursery to Y6)

	No. of Pupils	% of School Population
Asian or Asian British		
Bangladeshi	5	0.78%
India	12	1.88%
Pakistani	7	1.10%
Sri Lankan Other	3	0.47%
Sri Lankan Tamil	9	1.41%
Any Other Asian Background	11	1.72%
Black or Black British		
Black - African	27	4.24%
Black Caribbean	35	5.49%
Black - Somali	6	0.94%
Any Other Black Background	15	2.35%
Chinese		
	6	0.94%
Mixed		
Asian and Any Other Background	2	0.31%
Chinese and Any Other Ethnic Group	1	0.16%
Black and Any Other Ethnic Group	3	0.47%
White and Asian	26	4.08%
White and Black African	7	1.10%
White and Black Caribbean	30	4.71%
White and Any Other Ethnic Group	2	0.31%
Any Other Mixed Background	33	5.18%
Vietnamese		
	2	0.31%
White		
White - British	278	43.64%
White European	55	8.63%
White - Irish	8	1.26%
Turkish/ Turkish Cypriot	4	0.63%
Any Other White Background	21	3.30%
Any Other Ethnic Group		
	5	0.78%
Information Not Obtained		
	24	3.76%
Refused		
	8	1.25%

F. Religion (Nursery to Y6)

	No. of Pupils	% of School Population
Buddhist	9	1.41%
Christian (All Denominations)	168	26.27
Hindu	13	2.04%
Jewish	0	0%
Muslim	41	6.44%
No Religion	294	46.15%
Other Religion	3	0.47%
Sikh	1	0.16%
Information Not Obtained	78	12.25%
Refused	30	4.71%

G. Languages

At Gordonbrock School there are **59 languages**, other than English, spoken in total.

First Language (Nursery to Y6)

Language	No. of Pupils
Akan (Twi / Asante)	1
Albanian / Shqip	12
Amharic	2
Arabic	2
Arabic (Algeria)	1
Arabic (any other)	1
Bengali	6
Bulgarian	3
Caribbean Creole English	2
Chinese	2
Chinese (Cantonese)	3
Chinese (Hakka)	1
Chinese (Mandarin/Putomghua)	2
Czech	2
Dutch	1
Edo / Bini	1
English	422
Estonian	5
Fon	1
French	27
Gaa	1
German	5
Greek	6
Gujarati	2
Hindi	1
Hungarian	1
Italian	7
Japanese	1
Kannada	1
Korean	1

Language	No. of Pupils
Kurdish	2
Luganda	2
Lithuanian	3
Malayalam	1
Other Language	1
Pashto / Pakhto	1
Phari / Himachali (India)	1
Polish	8
Portuguese	3
Portugese (any other)	1
Punjabi	1
Dari Persian	1
Tajiki Persian	2
Romanian	3
Romanian (Romania)	2
Russian	2
Sinhala	6
Somali	5
Spanish	19
Swedish	1
Tamil	9
Tagalog/Filipino	1
Filipino	2
Tagalog	2
Turkish	7
Ukrainian	2
Urdu	10
Vietnamese	3
Welsh	1
Yoruba	7

English as an Additional Language (Nursery to Y6)

Total Number of Pupils Who Speak English as an Additional Language		
	No. of Pupils	% of School Population
For Pupils in Nursery to Year 6	215	33.75%
For Pupils in Reception to Year 6	201	33.16%

11. Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

11.1 Equality Objective 1: Race Equality Pledge

Fully embed the principles of the Race Equality Pledge so that:

- the status of the pledge is raised in the wider school community;
- its principles are threaded through all aspects of our work; and
- outcomes for Black Caribbean pupils, particularly boys, are improved at the expected and the higher standards.

For more information about the Lewisham's race equality pledge visit:

<https://www.gordonbrock.lewisham.sch.uk/lewisham-learning-race-equality-pledge-21-06-21/>

11.2 Equality Objective 2: Parental Engagement

Increase levels of parental engagement, with a focus on ensuring equality and fairness in access to opportunities, both in and out of school.

11.3 Equality Objective 3: Diminishing the Difference

From Y1-Y6, diminish the difference between boys' and girls' outcomes at the higher standard in Maths and Writing, so that:

- the number of girls achieving the higher standard in Maths is increased; and
- the number of boys achieving the higher standard in Writing is increased.

12. Monitoring Arrangements

The Governors of the Eliot Bank and Gordonbrock Schools Federation will update the equality information we publish, [described in sections 6 to 10], at least every year.

This document will be reviewed by The Governors of the Eliot Bank and Gordonbrock Schools Federation at least every 4 years.

This document will be approved by The Governors of the Eliot Bank and Gordonbrock Schools Federation.

13. Links with Other Policies

This document links to the following policies:

- Accessibility plan
- Behavior Policy
- Bullying & Harassment Policy
- Safeguarding Policy
- SEN Policy & Information Report
- Risk Assessment