

Garswood Primary School

Equality Objectives:



1. Strategic Vision and Statutory Foundation

Garswood Primary School is strategically defined by its mission statement:

"Roots of happiness, branches to learning."

As Senior Strategists, we recognise that "happiness" is not a passive state but a prerequisite for cognitive development. This environment is built on the foundation that children can only thrive when they feel safe, loved, and profoundly understood. Equality, therefore, is not a peripheral compliance task; it is the foundational soil that sustains the school's academic and social architecture.

Legislative Mapping and Risk Mitigation The school's operations are anchored in the **Equality Act 2010** (encompassing both General and Specific Duties), the **Public Sector Equality Duty (PSED)**, and the **Human Rights Act 1998**. From a compliance perspective, any action that interferes with an individual's Human Rights must strictly be a **"proportionate means of achieving a legitimate end."**

Adherence to these acts is the primary catalyst for preventing sophisticated legal risks, specifically:

- 🌍 **Discrimination by Association:** Protecting pupils from less favourable treatment due to a characteristic held by a parent, sibling, or friend.
- 🌍 **Discrimination arising from Perception:** Ensuring no unfair treatment occurs based on an assumed characteristic, regardless of the assumption's validity.

These legal frameworks transition into actionable, measurable goals derived from the school's recent **Equality, Accessibility, and Cohesion Audit**, ensuring statutory duties are translated into frontline operational standards.

Objective 1: Enhancing Curricular Diversity and Inclusive Representation

A high-performing curriculum must function as both a **mirror and a window**. It acts as a mirror when it reflects a pupil's own identity and heritage, validating their place in the school community. It serves as a window when it offers a view into the lives of others, challenging stereotypes before they solidify into prejudice.

Strategic Mandates:

- 🌍 **The school must execute an annual Curriculum Equality Audit:** Every curriculum lead is directed to ensure their subject promotes inclusive, positive images of a diverse community.

- 🌐 **Targeted Resource Allocation:** The school will systematically evaluate and replace library and classroom literature. Priorities include ensuring representation across all protected characteristics, specifically increasing positive imagery regarding race, gender reassignment, and sexual orientation.
- 🌐 **Tactical Instruction:** Teachers are directed to use the "Pol-Ed" curriculum to support both planned thematic lessons and reactionary teaching when inequality issues arise within the community or the wider global context.

Impact Evaluation: By aggressively challenging disablist, ageist, and homophobic stereotypes, the school mitigates the risk of marginalization. This objective specifically addresses prejudices regarding "what people from particular groups can or cannot do," thereby fostering a unified community where participation is governed by potential rather than stereotype.

Objective 2: Advancing Participation and Accessibility for Disabled Pupils

Garswood Primary School formally adopts the "Social Model" of disability. This represents a critical strategic shift: we do not view disability as a medical deficit within the child, but as a result of environmental and attitudinal barriers created by society. Our mandate is the identification and systematic removal of these barriers.

Reasonable Adjustments in Practice: To prevent "Substantial Disadvantage," the school is mandated to make reasonable adjustments in all areas of school life. This includes the physical adaptation of competitive events, such as modifying races for Sports Day and in-house competitions to ensure the full participation of physically disabled pupils.

Accessibility Pillars

Curricular Participation	Physical Environment	Information Delivery
Mandatory monitoring of 4 current EHCPs (Years 1, 2, 3, and 5) and pending applications.	Annual review of building accessibility explicitly included in Headteacher reports to Governors.	Strategic Provision: Signers for meetings and events will be provided to ensure full parental/carers engagement.
Implementation of high-impact interventions: Beat Dyslexia, SNIP, Little Wandle Catch up, NELI, and Wellcomm.	Adaptation of all competitive sporting events to ensure inclusive physical participation.	Active use of the hearing support service for families to ensure equity of access to school news.
Termly monitoring of Individual Education Plans (IEPs) through SENCo "drop-ins."	Commitment to meeting the environmental needs of new service users wherever reasonably practical.	Maintenance of a comprehensive "Local Offer" on the website for SEND advice and service navigation.

These adjustments ensure that disabled pupils are treated **more favourably** where necessary to achieve a level playing field, fulfilling our duty to advance equity of opportunity.

Objective 3: Eradicating Prejudice and Fostering Community Cohesion

Strategic safety is maintained through proactive monitoring rather than reactive crisis management. Garswood cultivates a robust culture of rights and responsibilities through high-profile pupil leadership roles, including **Child Governors, the School Council, the Eco Council, and Junior Road Safety Officers (JRSOs)**.

Hate Incident and Safeguarding Management:

- 🌐 **CPOMS Monitoring:** The school maintains a rigorous digital ledger of all "Hate Incidents" (racism, homophobia, and religious bigotry).
- 🌐 **Accountability:** These reports are integrated into the Anti-Bullying Policy and the School's Complaint Process.
- 🌐 **High-Priority Safeguarding:** The school ensures reactive and proactive responses to safeguarding to help staff to identify and report potential unhealthy safeguarding practices, framing this as a critical component of community health and cohesion.
- 🌐 **Local Governance:** The Religious Education curriculum will follow the **St Helens Agreed Syllabus** to ensure local compliance and religious sensitivity.
- 🌐 **Targeted Prevent Strategy:** Specific concerns are managed via a dedicated **Prevent Action Plan** to address identified issues within the parent body or wider community.

Impact Evaluation: Through intercultural activities and international links, the school reduces isolation. By normalising diverse charities and global partnerships, we prepare pupils to navigate a multi-faith, multi-ethnic society with confidence and respect.

Objective 4: Data-Driven Equity and Performance Monitoring

Equality monitoring is our primary diagnostic tool for identifying hidden disparities. Quantitative data is the mechanism through which the school remains transparent and accountable to the public.

Strategic Monitoring Protocols: Garswood is mandated to monitor and analyse six key performance indicators:

1. **Admissions:** Ensuring bias-free entry.
2. **Exclusions:** Identifying if specific groups are disproportionately affected.
3. **Attainment:** Tracking academic outcomes across all protected characteristics.
4. **SEN Progress:** Evaluating the impact of IEPs and EHCP interventions.
5. **Complaints:** Analysing recurring themes of perceived discrimination.
6. **Satisfaction Surveys:** Measuring the sentiment of staff, pupils, and parents.

Disaggregation and Impact: The school must **disaggregate all data** by race, gender, religion, and disability to pinpoint "**Relative Underachievement.**" Furthermore, **Equality Impact Assessments (EIA)** must be conducted for all key policies and contract commissions at least once every three years. This data directly dictates the **School Improvement Plan (SIP)** and determines **INSET** (staff training) priorities, ensuring professional development is targeted at the school's most pressing equity gaps.

Governance, Accountability, and Review Cycle

Equality objectives are not static policies but "working documents." For these to be effective, clear lines of accountability are required.

Roles and Responsibilities:

- 🕒 **The Governing Body:** Responsible for statutory oversight of the Equality Act 2010 and the annual review of progress reports.
- 🕒 **Mrs. Potter (Headteacher):** Holds overall responsibility for the implementation of the Equality Policy and is **specifically responsible for dealing with and monitoring reports of hate-incidents.**
- 🕒 **Mrs. Bagshaw:** Designated lead for the coordination of the Equality Policy, Audit, and Action Plan.
- 🕒 **Mrs. Myatt (SENCo):** Strategically responsible for the progress, inclusion, and statutory documentation (EHCPs/IEPs) for children with Special Educational Needs.
- 🕒 **All Staff:** Mandated to follow equality procedures and provide a **consistent challenge to unwanted behaviour and language.** The **Staff Handbook** will be updated annually to reflect these duties.

Publication and Review: In compliance with Specific Duties, this document and the associated audit results are published on the school website.

Objectives are reviewed **annually**, with a comprehensive policy revision occurring every **three years.**

Final Statement: Garswood Primary School remains unwaveringly committed to the three core aims of the Public Sector Equality Duty: **eliminating unlawful discrimination, advancing equality of opportunity, and fostering good relations** across our entire community, ensuring every child has the roots to be happy and the branches to learn.

Pam Potter – May 2026