



Enabling Excellence for Exceptional Futures

Policy name:	Equalities- Equality Statement, Information and Objectives
Policy group:	Inclusion
Policy status:	Statutory
Linked REAch2 policy(ies)	
Policy owner:	Gemma Jackson- Head Teacher
Written/ Adopted/ Reviewed on:	Adopted: May 2020 Reviewed: March 2024 Reviewed: April 2025
Review date due:	For September 2026



Equality Statement

Green Park Village Primary Academy is committed to the principle of equal opportunities for all. We operate an inclusive curriculum, which respects the diverse needs of every child.

This statement demonstrates our commitment to ensure full access to the progression through the curriculum for all pupils. In addition, it acts as a positive focus when considering matters of school management and organisation.

We encourage the development and promotion of positive attitudes through the implementation of a curriculum which is broad and balanced, thus enabling all pupils regardless of ethnicity, gender, ability or special educational needs, to have full access to the curriculum.

We believe that by acknowledging, valuing and understanding our similarities and differences that members of our society will play an active role in contributing to our future society. The academy's values and the REAch2 touchstones, and in particular our positive learner attitudes, are at the heart of all we do.

We recognise that prejudice can, and does, exist at all levels in our society. However, it will not be tolerated at any level within our academy.

We value all our children at Green Park Village Primary Academy and recognise the positive contribution each child can make in enriching and enhancing the ethos of our academy and wider community.

This is an annual statement made on behalf of the Local Governing Body by the Head Teacher.

Gemma Jackson

Head Teacher

Context

Green Park Village Primary Academy is new school in Reading, a highly populated, expanding and culturally diverse town in Berkshire. The academy has been built to serve a brand new community within a new and expanding housing development situated within the business hub of Reading. The academy is also local to other housing developments, built without a school. Social housing will form part of the offering on all local new developments. Green Park has its own railway station (within six minutes' walk of the school) on the Basingstoke to Reading line and then with 25 minutes access from Reading into London via mainline and TfL train lines.

Green Park Village Primary Academy is a two-form entry primary school with future capacity for a Nursery provision. The school opened in September 2020 residing in its permanent building from the start. The stunning new building completed became home to two small Reception classes. Each year the school welcomes a new Reception cohort, growing year on year to a capacity of 420 learners.

Touchstones

The Cornerstone of REAch2 is a solid, unshakeable foundation, defined by exceptional teaching experiences and shared 'Touchstone' values of learning, leadership, enjoyment, inclusion, responsibility and integrity.

These 'Touchstone' values are at the very core of the Trust and exude at Green Park Village Primary Academy, being embraced by leaders, teachers, staff, parents and children alike.



Vision and Aims

Our Vision and Aims

**'Enabling Excellence for
Exceptional Futures'**

We aim for learners to be exceptional as people and learners, ready for the next stage of their futures:

- Successful learners who enjoy learning, make progress and achieve;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who make a positive contribution to society.

We will work together towards being an exceptional school:

- Where all children consistently achieve of their best- no limiting factors;
- Where all children develop high self esteem and self confidence, being able to make informed choices and to have high aspirations for their futures;

- That reaches out to further support the needs of our evolving community.

Values

Linking in to our vision, our school's values lie around the theme of 'GRIT'- aiming to be exceptional through passion and perseverance to long-term goals. This is the aim of the school team working together for our children and will be our aims for our children- to be exceptional as people and in their lives.

At Green Park Village Primary Academy our GRIT core values, which will become the attitude of our school community are:

Giving and gratitude
Resilience and readiness
Integrity and inspiration
Trust and teamwork

Fundamental British Values

As part of the value system, the academy actively promotes and encourages the fundamental British Values which permeate through all aspects of school life. These are:

- Democracy;
- The Rule of Law;
- Individual Liberty;
- Mutual Respect;
- Tolerance of those of different faiths and beliefs.

These values are regularly promoted through high quality teaching, a rounded programme of collective worship and assemblies and a positive behaviour policy. This provision allows learners to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. As well as teaching our learners, our active promotion of these values also means we challenge learners, staff or parents who express contrary opinions.

Characteristics

Green Park Village Primary Academy is a school which is designed to meet and be responsive to the needs of the local community it serves.

Characteristics	Breakdown (number and %)
Number of pupils	210
Number of staff	26
Number of governors (Local Governing Body)	6 G, G, J, A, E, I, G 4 female 67% 3 male 33%
Religious character	Non-denominational
Attainment on entry	Not yet known
Stability of school population	Not yet known, although likely to be high mobility of pupils initially as the housing developments expand and the school reputation grows

Pupils eligible for FSM	27 12.8%
Deprivation factor	Not yet known
Disabled staff	0
Disabled pupils (SEN/LDD)	14 6.7%
Disabled pupils (no SEN)	0
Ethnicity of pupils – where disclosed by parents on application	Any other Asian background 8.5% Any other ethnic group 3.4% Any other mixed background 10.2% Any other white background 14.5% Bangladeshi 1.7% Black – African 4.3% Chinese 7.7% Indian 15.4% Pakistani 3.4% White – British 13.7% White – Irish 1.7% White and Asian 7.7% White and Black African 1.7% White and Black Caribbean 3.4%
Ethnicity of staff	Information not shared with school on application
Pupils who speak English as an additional language	52%
Average attendance rate	97.1% 2020/2021; 92.4% 2021/2022; 93.4% 2022/2023; 94.1%
Significant partnerships, extended provision, etc.	REAch2 Academy Trust Reading LA- Brighter Futures for Children Go Beanies Play and Learn
Awards, accreditations, specialist status	None

Our duties

At Green Park Village Primary Academy we welcome our duties under the Equality Act 2010.

The Local Governing Body of Green Park Village Primary Academy is committed to promoting equality and diversity and eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

By recognising and appreciating individual needs and differences the school will be broadly representative of the communities it serves, and be a place where children and staff will thrive – physically, mentally, socially, and spiritually.

We aim to advance equality of opportunity, and foster good relations between persons who share a relevant protected characteristic and persons who do not share it. This will be achieved by implementing equal opportunities and diversity practice across the three dimensions of the School: as an employer; an educator; and a resource of the local community.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives, by informing parents that they are published on our website and in our school prospectus.

Green Park Village Primary Academy is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

The purpose of this information is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Protected characteristics

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- disability (as defined by the Equality Act 2010) and those who have additional educational needs
- groups of pupils whose prior attainment may be different from that of other groups
- those who are academically more able
- pupils for whom English is an additional language
- looked after children
- young carers
- ethnicity
- religion and belief
- pupils from low income backgrounds
- Gypsy, Roma and Traveller children
- gender
- gender reassignment
- sexual identity
- age (for employees)
- maternity and pregnancy (for employees)
- marriage and civil partnership (for employees)
- children from military families
- other vulnerable groups

Disability

At Green Park Village Primary Academy, we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils

How we meet our legal and general duties

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

Publish equality information

No information will be published which could specifically identify any individual child or adult.

Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions

- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

We will use the information collected to:

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan
- monitor progress towards meeting these objectives and implementing our accessibility plan
- inform future action

Our objectives will detail how we will ensure equality is applied to the services listed above; however, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

Core Statements

In fulfilling our legal obligations, we will be guided by seven core statements:

- All learners are of equal value
- We recognise, welcome and respect diversity
- We foster positive attitudes and relationships, and a shared sense of belonging
- We observe good equalities practice, including staff recruitment, retention and development
- We aim to reduce and remove existing inequalities and barriers
- We consult and involve widely
- We strive to ensure that society will benefit

Addressing Prejudice Related Incidents

Our academy is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material. We report all incidents to REAch2 as they occur and in termly summary.

Chain of accountability

The Local Governing Body, supported by the Head Teacher and staff, is responsible for ensuring the implementation of this scheme. The Head Teacher retains overall responsibility for ensuring that the action plan is delivered effectively. Each term, managers and key staff will report to the Head Teacher on actions and progress.

Governors will discuss the impact of the Equality Information and Objectives annually as part of the policy review. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibilities

We believe that promoting Equality is the responsibility of everyone in the school community:

Responsibility for	Key person
Single equity scheme	Head Teacher
Disability equality (including bullying incidents)	Head Teacher
SEN/LDD (including bullying incidents)	Head Teacher
Accessibility	Head Teacher
Gender equality (including bullying incidents)	Head Teacher
Race equality (including racist incidents)	Head Teacher
Equality and diversity in curriculum content	Head Teacher and Staff Governor- Teaching
Equality and diversity in pupil achievement	Head Teacher and all teachers
Equality and diversity- behaviour and exclusions	Head Teacher
Participation in all aspects of school life	Head Teacher and all teachers
Impact assessment	Head Teacher
Stakeholder consultation	Head Teacher
Policy review	Head Teacher
Communication and publishing	Office Co-ordinator

Local Governing Body

Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Local Governing Body will also agree the Equality Statement and objectives.

Head Teacher

As above, including:

- Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out day to day duties
- Ensuring that the whole school community receives adequate training to meet the needs of delivering equality, including pupil awareness
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents

Line Managers

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents

Teaching Staff

- To support the Head Teacher
- Ensure fair treatment and access to services and opportunities

- Support in delivering the right outcomes for pupils
- Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated
- Design and deliver an inclusive curriculum
- Ensure awareness of responsibility to record and report prejudice related incidents

Non-Teaching Staff

- Support the school and the governing body in delivering a fair and equitable service to all stakeholders
- Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated
- Support colleagues within the school community
- Ensure awareness of responsibility to record and report prejudice related incidents.

Parents and Community

- Take an active part in identifying barriers for the school community and supporting ongoing development by informing the school of actions that could be taken to eradicate these
- Take an active role in supporting the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Pupils

- Support the school to achieve the commitment made to tackling inequality
- Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated
- Tell an adult in school if there are any worries or concerns
- Be polite and helpful
- Observe the school's rules

Engagement

When deciding what to do to tackle equality issues, where necessary we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement is included in our published material that shows how the duty has been addressed.

This includes:

- Staff training
- School policies, specifically Behaviour and Anti Bullying policies
- Monitoring and review of attainment data
- Lesson observation feedback
- Cultural days and cultural curriculum themes
- Local community involvement

Evaluating the impact

To ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life, regular review of incident reports, behaviour incident records and the curriculum and consultation with stakeholders help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

Commitment to review

The school's Equality Scheme is aligned with the School Development Plan. Its implementation is monitored within the school's self-evaluation and other review processes (the Senior Leadership Team and Local Governing Body) as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years. We will publish information annually on the school website and in our school prospectus.

Initial achievements to be embedded within the first year of opening to support all learners and groups:

- Visual timetables and workstations
- Positioning of furniture so as not to be a barrier to access
- Ensuring that specialist advice is sought and skills are cascaded to all teaching and support staff
- In particular, for the children, use of adapted equipment
- Adapting the outside environment to support visual impairment
- Training of staff

Equality objectives 2025-2028- reviewed May 2025 – Local Governing Body

Equality Objectives	Protected Characteristic	Actions to achieve this
1. SEND and inclusion To ensure all learners make expected progress (in line with the progress of the cohort and national)	Disability	➤ Ongoing staff training in areas of SEND including ASC and SLDs; ➤ Visual timetables in each class; ➤ Ensuring each class has a range of resources suited to the needs of the children.
2. New to English / Early Language Acquisition To ensure all with ELA / EAL have a transition which supports making expected progress (in line with the progress of the cohort and national)	English as an Additional Language Those who have additional needs	➤ ELA/EAL transition programme in place ➤ A buddy system ➤ Use of visuals embedded throughout the school's curriculum ➤ Explicit vocabulary teaching throughout the curriculum
3. Early Years- writing To ensure that boys are supported to develop writing skills and attain GLD	Disability Race Sex	➤ Develop opportunities for writing in the outside learning environment ➤ Develop a wealth of opportunities for fine and gross motor skill development ➤ Ensure curriculum design in the ETFS takes account of the interests of boys to support engagement
4. Community and the curriculum To develop wider partnerships with the local area so that groups (faiths, ethnicity, cultural, characteristics) can share their experiences and knowledge	Ethnicity Religious Belief Sexual identity	➤ Invite parents in to school to celebrate and contribute towards celebrating diversity ➤ Explore links with local community and invite in-faith, councillors, local police ➤ Develop a curriculum which is diverse and represents different groups
5. Diversity representation in the curriculum To ensure children are exposed to understanding diversity in our world through explicit learning in the curriculum and a range of quality resources	Ethnicity Religion and belief Sexual identity Disability	➤ Invest in quality texts which celebrate diversity ➤ Ensure play resources reflect the diversity of the school- for example small world in EYFS ➤ Include explicit references to/learning about/celebration of diversity within the curriculum (at age/ stage appropriate level)

Monitor and Review

Annually, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

