

The Bellbird Primary School



Equality Information and Objectives Policy

April 2024

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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
- In addition, at The Bellbird Primary School, we consider being in care or previously looked after, along with young carer status, as further protected characteristics, even though they are not yet recognised in the Equality Act.
- With this in mind, when considering protected characteristics, we are referring to: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race [and ethnicity], religion or belief, sex, sexual orientation, looked after or previously looked after and those who are young carers.
- Furthermore, as a school, when making any decision, we also ensure we do not discriminate against families experiencing financial disadvantage or deprivation. We are a wholly inclusive school and need to be mindful of all forms of disadvantage as well as the protected characteristics at all times.
- The examples in Section 5 of this policy are illustrative only and should not be considered exhaustive, as we seek to advance equality of opportunity for all the protected characteristics and forms of disadvantage.

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

The equality link governor is Dr Tim Wreghitt. They will:

- › Meet with the designated member of staff for equality every **term**, and other relevant staff members, to discuss any issues and how these are being addressed
- › 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

The designated member of staff for equality is the Headteacher. They will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every **term** to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

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

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, and all staff receive refresher training **annually**.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. 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 data referenced above 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 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
- › Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

Objective 1

To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective: there is a gap in achievement between some groups: SEND versus non-SEND and pupil premium versus non-PP, in particular.

To achieve this objective we plan to:

- Lead termly rigorous pupil progress meetings to monitor data for all groups of pupils, track progress and identify and plan for barriers to learning
- Ensure reasonable adjustments are in place for pupils to help them access the curriculum and minimise or remove any disadvantages
- Use evidence based materials, such as EEF guidance reports, to improve pedagogy across all curriculum areas
- Seek the views of all groups of pupils and tailor the curriculum to reflect their interests and needs
- Involve and engage parents in their children's progress and aspirations

Progress we are making towards this objective:

- More rigorous PPM began in September 2023, attended by SMT members, including deputy headteacher, SENCo and key stage lead
- New 'point in time assessment' data management system implemented Spring 2, with CPD for teachers, to support teachers in better interpreting of their data so they have improved ownership
- Training day, and ongoing refreshers, looking at learning intentions, key teaching points, misconceptions, support and challenge [based on EEF guidance]

Objective 2

To develop pupils' understanding of diversity, equality and inclusivity through the curriculum, enrichment activities and wider opportunities.

Why we have chosen this objective: The curriculum was reviewed in Spring term 23/24, with a new bought in curriculum purchased for Art and Design, Design and Technology, History and Geography April 2024 [CUSP]. Due to these changes, we want to ensure the curriculum still appropriately represents the diversity of our community and opens the children's eyes to further diversity within the wider country and global communities.

To achieve this objective, we plan to:

- Review the curriculum units studied and the range of texts pupils are exposed to, diversifying where needed
- Develop a rich extra-curricular offer that promotes diversity, equality and inclusivity
- Seek the views of pupils, staff and parents in order to reflect the needs and interests of the community

Progress we are making towards this objective:

- New curriculum have been bought for four key subjects. A strength of the curriculum chosen is that they are representative of a multitude of cultures.
- Focused work in assembly time on protected characteristics and British Values.

Objective 3

Over the next four years, the percentage of middle and high attaining pupils achieving the greater depth standard in reading, writing and mathematics will increase so that progress is positive.

Why we have chosen this objective: progress at the end of key stage two is not high enough. Too few pupils achieve the greater depth standard in reading, writing and mathematics.

To achieve this objective, we plan to:

- Carefully track the progress of middle and higher attaining pupils
- Ensure there is appropriate challenge in lesson planning and delivery

- Create opportunities for pupils to develop their interests and talents

Progress we are making towards this objective:

Objective 4

To ensure staff have the appropriate knowledge and training about effective equalities practice so that our curriculum is diverse and accessible to all, our behaviour management is fair and equal, all incidents of discrimination are dealt with consistently and so that we can identify underachievement across all groups.

Why we have chosen this objective: there is a gap in achievement between groups, particularly SEND versus non-SEND and pupil premium versus non-PP. The majority of higher level behaviour incidents are linked to pupils with SEND.

To achieve this objective we plan to:

- Deliver ongoing training for all staff to develop their understanding of our responsibilities under the Equality Duty 2010
- Deliver further training to staff to manage incidents of discrimination of all types; promptly and with sensitivity
- Further training in Junipar Sonar to allow all teachers to identify underachieving groups within their classes and year groups.
- Review our positive behaviour policy to ensure clarity in consequences and what reasonable adjustments we can offer to individual pupils
- Improve representation and promote awareness of different cultures and faiths through ensuring all year groups participate in celebration and awareness days of special significance
- Develop parental engagement of all backgrounds, ethnicities and faiths to advise, guide and support the school aims

Progress we are making towards this objective:

9. Monitoring arrangements

The school will update the equality information we publish, described in sections 4 to 8 above, at least every year.

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

This document will be approved by the full governing body.

10. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › Equality Policy
- › Responding to Prejudice Related Incidents Policy
- › SEN Policy
- › Positive Relationships and Behaviour Policy
- › Safeguarding and Child Protection Policy
- › School Development Plan
- › Induction Policy

- Fair Recruitment Policy
- Risk assessment
- Equality Impact Assessment