



Bisley Blue Coat C of E & Oakridge Parochial Primary School

Equality information and objectives 2021 - 2025

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Signed By Executive Head Teacher	
Signed by Chair of Governors	

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1. Aims

Our schools aim to meet their obligations under the public sector equality duty 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; and
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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; and
- › 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 contained in their document entitled *The Equality Act 2010 and schools*.

3. Responsibilities

The governing board will:

- › Ensure that the equality information and objectives as referenced in this statement are communicated throughout the schools, 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; and
- › Ensure that the full governing board consider any issues that arise in the implementation of this statement.

The headteacher will:

- › Promote knowledge and understanding of this statement and the equality objectives amongst staff and pupils; and
- › Monitor success in achieving the objectives and report back to governors.

The staff of the schools will support the headteacher in promoting knowledge and understanding of this statement and the equality objectives amongst staff and pupils and the day to day work of the schools.

4. Eliminating discrimination

The schools are aware of their obligations under the Equality Act 2010 and comply 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 staff meetings or relevant training. Where this is discussed at governors' meetings it will be recorded in the meeting minutes.

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

The schools will appoint a designated member of staff for monitoring equality issues who will monitor any discrimination issues and make the headteacher and governors aware of these, as appropriate

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the schools aim to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have;
- › Taking steps to meet the particular needs of people who have a particular characteristic; and
- › 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 schools will:

- › Collect attainment data each academic year showing how pupils with different, identifiable characteristics are performing and this information will be shared with governors on an ongoing basis
- › Analyse the above data to determine strengths and areas for improvement, implement actions in response and share this information as part of the School Development Plan;
- › In addition to the above, make evidence available identifying improvements for specific identified groups; and
- › 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 schools aim 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, PHSE and British Values but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- › Holding assemblies and other group sessions dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and, provided COVID restrictions permit, we will also invite external speakers to contribute.
- › Working with our local community. This includes inviting leaders from our local faith groups to speak at assemblies, and organising school trips and activities based around the local community and resources.
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school councils and eco-committees have representatives from different year groups and are formed of pupils from a range of backgrounds. We also ensure the representatives are changed from year to year. All pupils are encouraged to participate in the schools' activities, such as sports clubs and nature clubs. We also work with parents to promote knowledge and understanding of different cultures.
- › We will continue to develop 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 schools ensure they have due regard to equality considerations whenever significant decisions are made.

The schools always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the schools considers whether the trip:

- › Is accessible to pupils with disabilities or special educational needs;
- › Has equivalent facilities for boys and girls.

The schools keep a written record 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 regularly review and revise the taught curriculum so that it represents a diverse culture and society, encourages tolerance and respect and supports our drive to support equality and diversity.

To achieve this objective we plan to: School Development Plan Objectives 1.1 and 1.3 in 2021/22 detail the specific actions to be taken by the school in this academic year, the success criteria and those responsible for development of the curriculum and monitoring. In implementing those actions and assessing the success criteria, those responsible will ensure that they are actively considering and promoting equality and diversity in line with this objective.

We will choose regular focus areas, and our focus for 2021/22 will be on how we incorporate anti-racism in our curriculum, including signing up for Hackney's Diverse Curriculum.

Progress we are making towards this objective:

To be updated on an annual basis

Objective 2

To promote mental health awareness and wellbeing and develop appropriate support strategies

To achieve this objective we plan to: School Development Plan Objective 3.1 in 2021/22 detail the specific actions to be taken by the school in this academic year, the success criteria and those responsible for development of the curriculum and monitoring. This will include staff being trained on and then actively implementing their knowledge of: the use of the Boxall Profile, issues around anxiety and mental health together with strategies to address these. Additionally, there will be a continuation of the mindfulness matters workshops and counselling services.

Progress we are making towards this objective:

To be updated on an annual basis

Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

To achieve this objective we plan to: consider training options from external providers; book training and facilitate a session/series of sessions in school for those that have a recruitment-related responsibility.

Progress we are making towards this objective:

To be updated on an annual basis

Objective 4

To use performance data to monitor student attainment and progression and to respond to variations and address gaps between groups of pupils, including pupil premium pupils and those with special educational needs.

To achieve this objective we plan to: Staff and governors will monitor data on attainment and progression on a regular basis. The school will prepare and share with governors data split between pupil groups which will be used in the regular cycle of review and feedback to highlight any areas of focus, barriers to learning and consideration of what interventions or changes may be required.

Progress we are making towards this objective:

To be updated on an annual basis

9. Monitoring arrangements

The headteacher will update the equality information we share, and as described in this statement, at least every year.

This document will be reviewed by the full governing board and headteacher at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan;
- Risk assessment and educational visits.

Public Sector Equality Duty [*For inclusion on a standalone page on the website*]

In order to comply with our Public Sector Equality Duty (PSED), our Governors have approved policy documents setting out our Equality Information and Objectives. Our school welcomes its duties under the Equality Act 2010 and we acknowledge our general equality duties are:

- Eliminating discrimination;
- Fostering good relationships;
- Advancing equality of opportunity;

These duties and the steps we will take are described in more detail in our Equality Information and Objectives.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Sex
- Religion or belief
- Marriage and civil partnership
- Age
- Sexual orientation
- Race
- Gender reassignment
- Disability
- Pregnancy or maternity

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful and treating all members of the school community fairly
- Developing an understanding of diversity and the benefits it has
- Adopting an inclusive attitude and a balanced curriculum that is accessible to all
- Encouraging compassion and open-mindedness

We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will, however, respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

Dealing with prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our reporting procedure, our school will ensure appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Inclusive and understanding of others;
- Celebratory of cultural diversity;
- Eager to reach their full potential; and
- Aware of what constitutes discriminatory behaviour.

The school's employees will not discriminate against any member of the school community or treat other members of the school community unfairly. They will promote diversity and equality, encourage and adopt an inclusive attitude and lead by example

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age
- Disability
- Gender reassignment
- Marital or civil partner status
- Pregnancy or maternity
- Race
- Religion or belief
- Sex or sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated and we are continuously working to promote an accepting and respectful environment for our school community