

Equality information and objectives

BLUEBELL

PRIMARY

SCHOOL



Approved by:

Date:

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1. Aims

Bluebell Primary School aims to meet its 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
- 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
- [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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is **NAME**. 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

Lucy Roberts is our designated member of staff for equality and will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst 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 every year.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- 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 racist 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, 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

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

8. Equality objectives (2018)

Objective 1: To narrow any gaps in attainment and progress that have arisen between groups of pupil within the school community by ensuring that all groups and individuals have their needs fully met in order to achieve their full potential, and to make good progress or better.

To achieve this objective we plan to:

Monitor and analyse data of children's progress and attainment. Analyse the progress of groups across the school, gender, ethnicity, PP, SEND, summer born, mobility and EAL and provide support where appropriate. We will hold pupil progress reviews termly to review and implement strategies and interventions to address gaps in learning. We will review the use of support staff and identify training needs to ensure that any intervention is narrowing gaps and raising progress and attainment. We will analyse end of year results for

EYFS, Phonics, KS1 and KS2 SATs.

Progress we are making towards this objective:

Objective 2: The curriculum will address the causes and consequences of discrimination and help pupils recognize, understand and challenge stereo types evidenced in pupil perception activities.

To achieve this objective we plan to:

Ensure curriculum areas will include work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping.

Progress we are making towards this objective:

Objective 3: All groups of children regularly attend school in line with national expectation.

To achieve this objective we plan to:

Monitor and analyse attendance data. Use of PSA support for families for pupils with low attendance to target individualized support to improve attendance. Remind parents of importance on newsletters etc. Continue to reward classes with best attendance and have visible display/literature promoting good attendance in entrance to school.

Progress we are making towards this objective:

Objective 4: To review levels of pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

To achieve this objective we plan to:

Offer a wide range of clubs to children and analyse children who are attending to ensure an inclusive process is in place. Identify any barriers preventing access and engagement in clubs. Monitor teaching and learning and pupil's engagement in learning. Review planning to ensure all children are challenged and able to make good progress. Identify through pupil progress reviews any barriers to engagement and implement strategies/support/interventions so that all children make good progress.

Progress we are making towards this objective:

The progress towards the objectives will be reviewed by the SLT and the Resources Committee of the Governing Body.

9. Monitoring arrangements

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

This document will be approved by the governing body/resources committee??

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment