

Equality information and objectives policy

Bawdsey CEVCP School



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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

Our school aims to promote respect for difference and diversity in accordance with our values, such as the children learning to be caring, resilient, courageous, to know they are equal with others and to love exploring. We aim for the children to follow our school motto: 'We have got God's World in our hands.'

We wish the children to follow our Christian Vision: At Bawdsey CEVC primary school our children know that they have God's world in their hands, they look beyond their quiet peninsula home to understand and make an impact on the whole, diverse world. We want the children to be resilient, caring and courageous advocates who know they are equal with others.

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
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- › 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 Rev.Simon Cake. 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 Nancy Darke 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 every Autumn term through the National College.

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, when cohorts are significantly viable.

- › 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 through the Emmanuel planning, citizenship and personal, social, health and economic (PSHE) education through One Decision and 'No Outsiders, all different, all welcome' resources by Andrew Moffatt, 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/worship dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies/ worship through the 'Roots and Fruits', 'Values for life' and 'No outsiders' resources 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/ worship, 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
- › We have developed 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

Any issues considered can be recorded on the trip planning information.

8. Equality objectives

Objective 1: To widen pupils' experiences of people with different abilities, cultures and religions.

Why we have chosen this objective: We have limited diversity within the school and the pupils need to be aware of these differences in the wider world and also know they are equal with others as in our vision.

To achieve this objective, we plan to: Have a rolling plan of experiences where the children experience the wider world, religions, cultures and the arts. To improve PSHE (personal, social, health education) planning to help have tasks which widen children's understanding and experiences. Continue good quality RE (Religious Education) work to widen children's understanding of different religions. Ensure worship also targets diversity

and equality. Improve books and resources which represent diversity. To check the impact of the resources we have in place with the children's understanding of different abilities, cultures and religions.

Progress we are making towards this objective: We have ensured the curriculum planning addresses this. We will be making sure a long-term plan of other experiences and cultural capital are planned and being implemented. We have purchased a PSHE scheme to be using to cover all points to enable improved experiences of diversity and equality. We have also adopted a two-year rolling plan using the 'No Outsiders. All different. All Welcome' resources by Andrew Moffatt and purchased all the resources needed for this for PSHE and worship/ assemblies.

Objective 2: To have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: We have staff with different needs and we need to ensure we have everything in place to support these members of staff.

To achieve this objective we plan to: Make sure risk assessments and personal plans are in place along with support plans that may be needed. (Like using occupational health referrals). To write a reasonable adjustment agreement for and with staff.

Progress we are making towards this objective: We have assessed the needs of employees, put in occupational health referrals, support plans and care plans. We have used the stress assessment toolkit from the LA and promoted the employee assistance program resources accessible to the staff. We have also received the 'Disability confident committed' award for our work in this area February 2024.

Objective 3: To ensure admissions allow us to show we are upholding the equality principles (including with flexi-schooling families). Again, this upholds our equal with others aim from the Vision. – ACHIEVED 2024.

Why we have chosen this objective: We have in the past had a number of families historically that join the school wanting a flexi-schooling offer.

To achieve this objective, we plan to: Have a flexi-schooling statement alongside our admission policy which allows families to have this offer if it helps their child to support that different medical or mental health needs.

Progress we are making towards this objective: The flexi-schooling statement is in place agreed by the Full Governing body. Due for re-check March 2024.

Objective 3 (New for 2024): To ensure all staff are aware of and are following the Equality and Inclusion training and the requirements of legislation.

Why we have chosen this objective: All staff to promote and understand the Equality and Inclusion requirements in school. To ensure they understand their role in this practice in school.

To achieve this objective, we plan to: Use National College online training for all staff to take and understand their role in ensuring Equality and Inclusion requirements are met in school by all and protected characteristics are promoted and understood.

Objective 4: 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.

Why we have chosen this objective: Only the Executive Headteacher has a safer recruitment training which involves equal opportunities information.

To achieve this objective, we plan to: Have the Senior teacher and Chair of Governors trained in safer recruitment and the Office Manager an update in Single Central Record training.

Progress we are making towards this objective: The Chair of Governors and the Safeguarding Governors have both had the Safer recruitment training. The Senior Teacher has been book on the training for the Summer 2024. The School Office Manager has had Single Central Recruitment training update and Safer recruitment training. The Headteacher has had a refresher in the Safer Recruitment training.

9. Monitoring arrangements

The Headteacher' Office Manager will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the Headteacher and Full 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
- SEND policies
- Behaviour policy
- Safeguarding policy