

# Equality information and objectives

Bawdsey CEVC Primary School



*We have God's World in our hands.*

**Approved by:** FGB

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### 1. Context, Vision and Aims

**Context:** At Bawdsey C of E Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Bawdsey, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

As a Church school, our curriculum places an emphasis on spiritual, moral, cultural, social and emotional development. Differences and diversity are celebrated. We promote tolerance and respect for others through our Christian values, Worship, curriculum and school rules. Bawdsey is a welcoming, inclusive school, in which we ensure that all children have an equal opportunity to participate and succeed.

#### **Vision: We have God's World in our hands**

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.

Our motto is.

'We have got God's world in our hands.'

Our key parable will be,

'The Good Samaritan.'

The key learning from the parable will be about looking beyond differences to help those in need.

## 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 Executive headteacher

The equality link governor 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 Executive 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

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 September

## 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, 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 the numbers are above the recommended publishable number and will not identify the pupils involved.
- 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 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 protected characteristic (See listed in appendix 1) 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
- 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

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 on 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 on the completed risk assessment.

## 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. 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.

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 will be planned and implemented. We have purchased a PSHE scheme to be using to cover all points to enable improved experiences of diversity and equality.

**Objective 2:** *To have in place a reasonable adjustment agreement for all staff with disabilities by July, 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 that may be needed. (Like using occupational health referrals).

Progress we are making towards this objective: We have assessed the needs of employees with different needs.

**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.*

Why we have chosen this objective: We have 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 being reviewed by the Ethics committee and Full Governing Body.

**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 Bursar an update in Single Central Record.

Progress we are making towards this objective: We have booked the Chair of Governors on the training,

## 9. Monitoring arrangements

The Ethics committee will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by Childrens' committee at least every 4 years.

This document will be approved by full governing body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments

- Supporting children with medical needs
- SEND policy

## **Appendix 1 : Explanation/ definition of terminology**

### **The protected characteristics**

The term “protected characteristics” is used as a convenient way to refer to the personal characteristics to which the law applies.

The following characteristics are protected characteristics—

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.