

Equality information and objectives

BEDWELL PRIMARY SCHOOL
Bedwell Crescent,
Stevenage, Herts, SG1 1NJ

Revised March 2021

Contents

1.	Aims	3
2.	Legislation and guidance	3
3.	Roles and responsibilities	4
4.	Eliminating discrimination	5
5.	Advancing equality of opportunity	7
6.	Fostering good relations	7
7.	Equality considerations in decision-making	8
8.	Equality objectives	9
9.	Monitoring arrangements	11

1. Aims

At Bedwell 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, 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. We aim to meet our 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

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Input from staff surveys
- Input from parent/carer surveys
- Feedback from the school council on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, education health care plans, mentoring and support
- Feedback from Governing body meetings

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

3.1 Governing Body

The governing body has set out its commitment to equal opportunities in this plan. They will:

- Ensure that the equality information and objectives as set out in this statement is published and communicated throughout the school
- Ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. They will strive to ensure that no child is discriminated against whilst in our school on account of their race, sex or disability
- Seek to ensure that people are not discriminated against when applying for jobs at our school on the grounds of race, gender or disability
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher

3.2 Equality link governor

Bedwell Primary School has an equality link governor. They will:

- Meet with relevant staff members regularly to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Report back to the full governing board regarding any issues

3.3 Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness
- Monitor success in achieving the objectives and report back to governors

3.4 School staff

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff, both teaching and non-teaching will:

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher

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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

4.1 What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

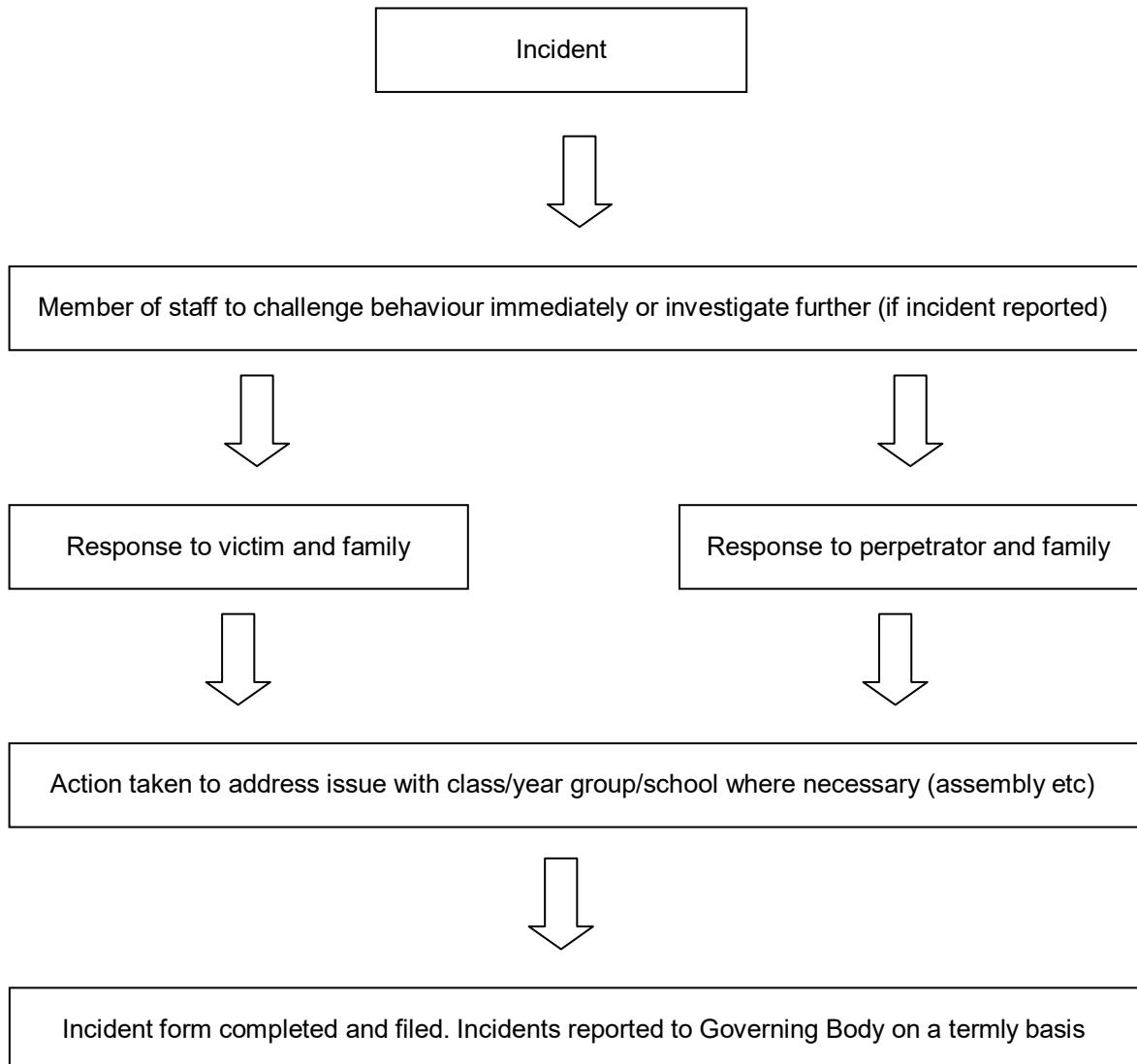
A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

4.2 Types of discriminatory incidents that can occur:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference (e.g. food, music, religion, dress etc.)
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

4.3 Responding to and reporting incidents

All staff, both teaching and non-teaching should view dealing with incidents as vital to the wellbeing of the whole school. Our procedure for responding to and reporting incidents is outlined below:



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. ensuring children who are Jehovah's Witnesses do not need to partake in activities related to Christmas)
- 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 extra-curricular activities)

In fulfilling this aspect of the duty, the school will:

- Collect attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement and implement actions in response where required
- Make evidence available identifying improvements for specific groups (e.g. declines in racist incidents)

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, PHSE and our programmes linked to Relationships, Health and Sex Education (RHSE), but also activities across the wider curriculum.
- Holding assemblies that deal with relevant issues.
- Working with our local community. This includes making visits to local places of worship and running 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.

7. Equality considerations in decision making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We always consider 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

7.1 Admissions and Exclusions:

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Admissions to the school from Reception onwards are coordinated by the Local Authority admissions team.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

7.2 Opportunities for Staff:

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

7.3 Employer Duties:

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

8. Equality objectives

Objective 1	<ul style="list-style-type: none"> To ensure our curriculum promotes role models and heroes that reflect our school's diversity and with whom our children can positively identify
Why we have chosen this objective	<ul style="list-style-type: none"> Feedback from children identified that they often feel that the role models and other figures discussed in assemblies etc. do not represent them Feedback from staff identified concerns that too many books and model texts focus around characters from similar ethnicities and backgrounds
Actions	<ul style="list-style-type: none"> Review assembly topics and themes, linked to significant events/times of year for different groups Review diversity of texts, topics and historical figures discussed in all curriculum areas (eg. the famous scientists, artists etc being investigated) Invest in reading materials which feature diverse characters Identify opportunities to further explore cultural diversity through PHSE lessons, assemblies, texts used in English lessons etc.
Success criteria	<ul style="list-style-type: none"> Pupil voice - children can identify 'someone like me' and 'someone they would like to be like' when they're older who they have learnt about this year Evidence teaching has been adapted in light of actions above.
Timeframe for completion	<ul style="list-style-type: none"> In stages, with all actions completed by July 2022

Objective 2	<ul style="list-style-type: none"> To further increase and enhance staff and pupils' understanding of homophobia, biphobia and transphobia
Why we have chosen this objective	<ul style="list-style-type: none"> Monitoring of personal development, behaviour and attitudes undertaken by our Improvement Partner in Summer 2020 identified that, while our children's understanding of racism and sexism was strong, they had less understanding of homophobia
Actions	<ul style="list-style-type: none"> Review assembly topics, to ensure regular coverage of themes related to homophobia, Pride and LGBTQ+ heroes Explore use of Stonewall resources for assemblies and subsequent discussions (and liaise with local schools who are Stonewall Champions) Review behaviour policy to ensure it reflects best practice in these areas
Success criteria	<ul style="list-style-type: none"> Pupil voice - children understand what homophobia is, why it is unacceptable and what to do if they see / hear / come into contact with it Improved staff and pupil understanding of LQBTQ+ issues
Timeframe for completion	<ul style="list-style-type: none"> In stages, with all actions completed by July 2022

Objective 3	<ul style="list-style-type: none"> To improve the attendance of Pupil Premium children
Why we have chosen this objective	<ul style="list-style-type: none"> To narrow the gap between Pupil Premium and non-Pupil Premium children. In 2019-20 this gap was 2% (down from almost 5% in the previous year).
Actions	<ul style="list-style-type: none"> Contact families of children who were persistently absent in previous years to ensure they understand the importance of attendance and identify appropriate strategies to improve attendance (eg. early drop off, breakfast club) Attendance Administrator to contact these families by 10am when children are absent to find reasons; system of letters followed for those with persistently poor attendance (see Attendance Policy) Rewards for good attendance - attendance cup, certificates etc
Success criteria	<ul style="list-style-type: none"> Attendance of Pupil Premium children is in line with that of non-Pupil Premium children, and both groups have attendance above 95%.
Timeframe for completion	<ul style="list-style-type: none"> Actions ongoing throughout the year Success Criteria met by July 2022

Objective 4	<ul style="list-style-type: none"> To further develop our fair and transparent recruitment process by providing training on equal opportunities and non-discrimination to those involved
Why we have chosen this objective	<ul style="list-style-type: none"> To ensure those involved in the recruitment process have a full understanding of the legal requirements.
Actions	<ul style="list-style-type: none"> Provide training opportunities as they arise, to staff and governors involved in the recruitment process Review adverts and recruitment processes in the light of this training. Explore 'Two Ticks Positive' scheme for recognising our commitment to applications from those with disabilities
Success criteria	<ul style="list-style-type: none"> All staff and governors involved in recruitment processes are confident in their ability to ensure equal opportunities and non-discrimination, and can verbalise the steps they have undertaken to do this
Timeframe for completion	<ul style="list-style-type: none"> Update job adverts and applications by July 2021 Training ongoing through 2021-22 academic year

9. Monitoring and review

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

This document will be approved by the governing body.