



Bearwood Primary and Nursery School



"Learning, Enjoying, Succeeding Together"

Equality Information and Objectives

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Approved By: Governing Body

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Bearwood Primary and Nursery School

Equalities Policy

(including Equalities Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

We collect equality information and this can be referenced in the appendices of this statement.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status

- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The local governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises. This policy will be reviewed by the local governing body in conjunction with its equality objectives every four years.

The school leader is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- staff survey
- contact with parents representing pupils with particular protected characteristics

Pupil-related data

Pupil Information – Bearwood Primary & Nursery School

Pupil Data – November 2024

	N	YR	Y1	Y2	Y3	Y4	Y5	Y6
Number of children	6	29	30	30	31	31	23	25
Boys	1	13	14	13	13	15	12	14
Girls	5	16	16	17	18	16	11	11

Whole School Pupil Data – November 2024

Grouping	Number	% of school population	Overall Attendance %
Boys	95	46.34%	95.41%
Girls	110	53.66%	95.45%
SEN (inc. EHCP)	29	14.15%	93.37%
EHCP	12	5.85%	
FSM	51	24.88%	93.97%
LAC	2	0.98%	97.41%
EAL	26	12.20%	94.36%
PPG	55	26.83%	94.13%

Ethnic Background	N	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Afghan								1	1
Any other Ethnic group				1					1
Any other mixed background						1		1	2
Any other white background		2				1	1	2	6
Arab other								1	1
Asian & any other Ethnic group		1				1	1		3
Black African							1		1
Chinese		1							1
Gypsy/Roma				1					1
Kurdish					1				1
Latin/South/Central American		1							1
Other mixed background					1				1
Pakistani						1			1
White - British	3	23	30	22	25	19	20	16	158
White - English				5	3	2		1	11
White and Asian						1			1
White and Black African						1		1	2
White and Black Caribbean		1			1	2		1	4
White Eastern European	1					1		1	3
White European				1					1
White Other						1			1

Religion / Worldview	N	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Not obtained	5	28	28	9	11	4	8	8	101
Buddhist						1			1
Christian	1	1	1	5	4	7	4	6	29

Church of England				3		2	2	2	9
Muslim					1	1	1	1	4
No Religion			1	12	15	14	7	8	57
Refused				1					1
Roman Catholic						2	1		3

Staff Data

Staff	34
Male	4
Female	30

Ethnicity	
Not yet obtained	2
White – British	29
White and any other ethnic group	1
White and Asian	1
White Eastern European	1

Further Performance Data can be found in the Statutory Information section on our Website.

The school has published various policies on the school's internet site, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: November 2024

Date for review and re-publication: November 2025

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We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the school council
- staff survey
- contact with parents representing pupils with particular protected characteristics

Having referred to and analysed our equality information, we have set ourselves the following objective(s) for 2024 - 2028:

Objective 1:

To improve the outcomes of SEND children in Reading, Writing and Maths to be at or above national expectations for SEND pupils in GLD, Phonics, KS1 and KS2, making rapid progress from their starting point.

Objective 2:

To further develop strategies and opportunities that will prepare children for life in a diverse society including fostering respect for the differences between people and celebrate more the diversity within our community

<u>Key Task</u>	<u>Objective 1:</u> To improve the outcomes of SEND children in Reading, Writing and Maths to be at or above 2024 national expectations for SEND pupils in GLD, Phonics, KS1 and KS2, making rapid progress from their starting point.	<u>Objective 2:</u> To further develop strategies and opportunities that will prepare children for life in a diverse society including fostering respect for the differences between people and celebrate more the diversity within our community
<u>Action</u>	Set benchmark data with accurately ambitious targets for attainment in core subject at or above National Expectations for SEND. Observe and Review the systems in place for teaching reading, writing and maths so that outcomes are at least in line with national for SEND. To ensure that all staff understand the Hamwic KPI's, building blocks for pre-key stage and the evidence required to meet the year group standard.	Implement an ambitious curriculum for RE and PSHE which is sequential and progressive (linking with the locally agreed syllabus and drawing upon the school population characteristics for RE) Ensure there are a diverse range of educational visits and visitors to the school, particularly those linked to different worldviews or backgrounds. Celebrate different faiths, worldviews, race, sexual orientation in the school environment, including reflection spaces.

	Carry out gap analysis (PIRA and PUMA) for reading and maths papers to ensure teaching and learning is closing the gap for SEND pupils. Ensure that all staff understand and use the graduated response to SEND. Ensure that all staff understand and implement requirements in EHCP plans (section F). Individual Education Plans (IEPs) in place for all SEND children on wave 4 and 5, focusing on removing the barriers for specific learning needs. Little Wandle taught with fidelity across the school. Use of Little Wandle interventions (Rapid Catch Up, Keep Up) to ensure SEND pupils keep up. Ensure that SEND pupils, where appropriate can access 'ways in' at each point within the learning sequence in all curriculum areas. Implementation of Widgit supported key vocabulary, sentence stems and sentence builder grids for all tasks to support SEND children.	Recognise different festivals and traditions through assemblies and whole school events. Ensure that there is diversity within the reading curriculum, class readers, story times and in the books available in the school library. Celebrate diversity in books and authors through assemblies and whole school events (e.g. World Book Day).
<u>To be completed by:</u>	November 2028 (Review November 2025)	November 2028 (Review November 2025)
<u>Monitoring:</u>	Regular pupil progress meetings Regular SENCO / Class teacher meetings to discuss needs. Termly IEP meetings with parents IEP monitoring by SENCO and SLT Lesson observations Pupil Conferencing Book Looks (inc. Staff meeting book looks).	Regular discussions with SLT. Lesson observations / Book Looks Pupil Conferencing

NB The legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Only where schools have a large staff group is it likely to be necessary for the school to consider setting a staff or employment related objective. Schools should use the action plan on page 20 of the Public Sector Equality Duty Workbook to develop a strategy to achieve these objectives and this plan should be incorporated into the School Improvement Plan.

Date of publication: November 2024

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.