



BOUGHTON PRIMARY SCHOOL: AN ACADEMY



An Academy

Equality Information and Objectives

2020 - 2024

An Academy

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APPROVED:	<i>FGB MTG 10TH DECEMBER 2020</i>
BY:	<i>FULL GOVERNING BODY</i>
TO BE REVIEWED:	<i>EVERY 4 YEARS: DECEMBER 2024</i>

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty (PSED) 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](#).

This document also complies with our Funding Agreement, and Memorandum and Articles of Association.

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INTRODUCTION

At Boughton Primary School, we are committed to the principles and practices of equality and justice for all. We aim to equip children with an understanding, appreciation and acceptance of the diverse society in which we live. Our values of tolerance, respect, compassion, responsibility, honesty and courage underpin our work.

Every member of Boughton Primary School, whether child or adult, is regarded as of equal worth and importance, regardless of his/her culture, origin, class, race, gender, age, sexuality and/or disability.

We have high expectations for all; it is the responsibility of all staff to educate against any prejudice or negative stereotyping and to ensure their conduct with pupils and colleagues reflects this respect at all times.

It is the right of every member of our school community to work and learn in an environment free from discrimination or harassment of any kind. This policy sets out the shared beliefs of governors and staff about how equal opportunities will be addressed, and the responsibilities of all concerned in implementing these beliefs so as to promote equality for all within our school.

1. Aims

Our 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. Roles and responsibilities

The Board of Governors 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 day-to-day basis to the Head Teacher;
- Monitor the work of the school in this area via termly board meetings.

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors

The Senior Leadership Team will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- Devise and develop a curriculum that meets the requirements of our policy and objectives;
- Support the Head Teacher in identifying any staff training needs, and deliver training as necessary;
- Ensure that appropriate arrangements are in place to monitor the performance of pupils with protected characteristics, and to take action where needed.

Teachers are responsible for ensuring that:

- Methods, language, questioning and classroom management includes and engages all pupils;
- Suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
- Stereotypes and what are thought to be stereotypical activities are effectively challenged;
- They are aware of possible cultural assumptions and bias within their own attitudes but do their best to ensure all pupils are treated fairly and with respect.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

We do not knowingly discriminate against any child or adult in our school community.

3. 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.

Staff receive an update when this policy and objectives are updated, and when statutory duties change.

4. 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;
- Taking steps to meet the particular needs of people who have a particular characteristic;
- Encouraging people who have a particular characteristic to participate fully in any activities.

The school analyses data related to how pupils with different characteristics are performing. The most significant differential for the current cohorts at Boughton Primary School is the performance of boys and girls, therefore this is reflected in our objectives (Appendix 1).

5. 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:

- Actively promoting our six core values: Responsibility, Tolerance, Respect, Compassion, Honesty and Courage;
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and PSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to participate and, where possible, take a lead in such assemblies and we will also invite external speakers to contribute;
- 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

6. 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

7. Monitoring arrangements

The Head Teacher will review the equality information we publish annually, and will update this as needed (or more frequently if there are changes in legislation).

This document will be reviewed and approved by the Full Governing Body at least every 4 years (or more frequently if there are changes in legislation or to the published information).

8. Links with other policies

This document links to the following policies:

- Accessibility plan
- Inclusion Policy, including Special Educational Needs and Disabilities Report.

Appendix 1: Equality objectives 2020 - 2024

Objective 1: *Ensure the Board of Governors and Trustees has due regard to race, age, gender and disability, and is a representative body.*

Why we have chosen this objective:

During the past two years, the terms of office of some governors with protected characteristics has ended: two aged over 55 and one from the BAME community.

To achieve this objective we plan to:

Agree the Board's strategy for future recruitment of governors and trustees.

Progress we are making towards this objective:

Objective 2: *Provide a broad, balanced and relevant curriculum that meets the needs of all learners.*

Why we have chosen this objective:

The curriculum is the vehicle through which we ensure the needs of all learners, regardless of age, gender, race or ability, are met.

To achieve this objective we plan to:

Review curriculum maps and progression documents to ensure there is no risk of stereotyping

Monitor resources to ensure broad representation

Monitor lesson delivery, questioning and the ways in which all staff challenge prejudice

Progress we are making towards this objective:

Objective 3: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements*

Why we have chosen this objective:

We have a duty to ensure that our recruitment and selection processes are not discriminatory.

To achieve this objective we plan to:

Include an Equality statement in our advertisements

Progress we are making towards this objective:

Objective 4: *Ensure the needs of staff with protected characteristics are fully met during the Covid-19 pandemic and beyond.*

Why we have chosen this objective:

People with certain protected characteristics have been found to be at greater risk of complications from Covid-19: BAME, over 60, underlying health conditions (medical/disability).

To achieve this objective we plan to:

Conduct individual risk assessments and adapt the whole-school risk assessment accordingly, to ensure our setting is as safe as it can possibly be for all staff.

Progress we are making towards this objective:

Whole school risk assessment adapted end of Aug 20 to accommodate needs of those with protected characteristics; includes making PPE available for all staff at all times, for their use as needed.