

# Bonneygrove Primary School

## Equality Information and Objectives Policy

<b>Subject:</b>	<b>Equality Information and Objectives Policy</b>
<b>Approval date:</b>	<b>September 2021</b>
<b>Review date:</b>	<b>September 2023</b>
<b>Approved by Chair Of Governors</b>	<b>Shen Hasekilerden</b>



## BONNEYGROVE PRIMARY SCHOOL

*"Broadening Horizons"*

### **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

### **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](#).

### **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.

### **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, 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 parliament 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **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

### **Protected Characteristics**

This policy covers practice across the nine protected characteristics identified by the Equality Act and listed below, and is applicable to both staff and students:

- 1 Age
- 2 Disability
- 3 Gender re-assignment
- 4 Marriage and civil partnership
- 5 Pregnancy and maternity
- 6 Race
- 7 Religion or belief
- 8 Sex
- 9 Sexual orientation

#### **1 Age**

We will ensure that no member of the school community is treated less favourably in any procedures, practices or aspects of service delivery because of their age, nor will discrimination or harassment of people based on their age be tolerated.

As a Nursery and Primary school, we aim to provide all-round education for our pupils providing academic and personal development appropriate to the age group concerned. As an employer, we do not recruit or retain staff on the basis of age.

## **2 Disability**

We will ensure that no member of the school community is treated less favourably in any procedures, practices or aspects of service delivery because of a disability, nor will discrimination or harassment of people based on their disability be tolerated.

Bonneygrove welcomes all students and staff without prejudice, and as such caters for a range of student and staff disability. With regards to student provision, please refer to the school's Inclusion Policy.

All instances of disability discrimination will be recorded through a central log monitored by a member of the Headship team, and appropriate action will be taken where necessary.

The school recognises it has a duty to make reasonable adjustments to prevent a disabled person from being placed at a substantial disadvantage by any physical feature of the premises, or by any provision, criterion or practice of the school. Provision is made through occupational health referral for staff who need additional support.

Protection is also extended to those who are perceived to be disabled, are associated with disabled people or have additional duties because they provide care for a disabled person.

## **3 Gender Re-assignment**

We will ensure that no transgender member of the school community is treated less favourably in any procedures, practices or aspects of service delivery, nor will discrimination or harassment of people based on their gender be tolerated. The needs of transitioning staff are catered for and such staff are supported through this process.

## **4 Marriage and civil partnership**

We will ensure that no member of the school community is treated less favourably in any procedures, practices or aspects of service delivery, because of their marital or civil partnership status, nor will discrimination or harassment of people based on their marital or civil partnership status be tolerated.

## **5 Race**

We will ensure that no member of the school community is treated less favourably in any procedures, practices or aspects of service delivery, because of their race, nor will discrimination or harassment of people based on race be tolerated. We strive to ensure that the culture and ethos of the school are such that, whatever the heritage

and origins of members of the school community, everyone treats each another with respect and is equally valued.

Specifically, Bonneygrove recognises:

- the need for everyone to be able to study or work in an inclusive environment which not only encourages a respect for diversity, but values the additional breadth which such diversity brings to the educational experience for all stakeholders
- that minority ethnic groups include; Gypsy Travellers, Refugees and Asylum-seekers and less visible minority groups, eg. those of Irish or Polish heritage
- the important contribution immigrants and their descendants have made to Britain
- the importance of global citizenship
- the importance of strong home/school and wider community links

The school actively discourages all racial intolerance and deals formally with any issue of racial abuse or stereotyping with zero tolerance.

## **6 Pregnancy and maternity**

We will ensure that no member of the school community is treated less favourably in any procedures, practices or aspects of service delivery because she is pregnant, on maternity leave or is breastfeeding. Discrimination or harassment of women on this basis will not be tolerated.

## **7 Religious Beliefs**

We will ensure that no member of the school community is treated less favourably in any procedures, practices or aspects of service delivery because of their religious beliefs, nor will discrimination or harassment of people based on their religious beliefs be tolerated. The right of both students and staff to hold religious beliefs is upheld and a tolerance of different views and religious requirements are accommodated by the school.

## **8 Sex (and Gender)**

The school acknowledges the difference between gender and sex, and will regard both as protected characteristics. We will ensure that no member of the school community is treated less favourably in any procedures, practices or aspects of service delivery on account of their sex or gender, nor will discrimination or harassment of people based on their sex or gender be tolerated.

As an employer, we recruit solely on the basis of qualification, experience and personality, not sex or gender.

In supporting staff at Bonneygrove, we ensure that appropriate measures are taken regardless of sex or gender and that career development focuses on the person and not their sex or gender.

## **9 Sexual Orientation**

We will ensure that no member of the school community is treated less favourably in any procedures, practices or aspects of service delivery on account of their sexual orientation, nor will discrimination or harassment of people based on their sexual orientation be tolerated.

As an employer, we recruit solely on the basis of qualification, experience and personality, not sexual orientation.

Whilst the majority of pupils and staff live within heterosexual family units, the school promotes tolerance and understanding of same-sex relationships.

### **Discrimination by Association or by Perception**

The school will not tolerate any form of discrimination whether it be direct, indirect, by association or by perception. Any member of staff found to be discriminating on any of the nine protected characteristics may be subject to an investigation and potential disciplinary action in accordance with the school's Disciplinary Policy.

### **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
- 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 Head Teacher to ensure school policies and practice do not discriminate, directly or indirectly, against any adult or student in the school; that the school is accessible to all; and that positive role models and a wider perspective will strengthen the school.
- monitor the pattern and frequency of equality-related incidents. It will receive reports from the Head Teacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents, defined as any incident which is perceived by the victim or any other person to contravene this policy. Cases of particular concern will be brought to governors on an ad hoc basis.

The Head Teacher will promote knowledge and understanding of the equality objectives amongst staff and pupils and ensure that a school culture and ethos are established, maintained and developed which:

- celebrate diversity, equality and achievement
- promote high expectations and positive attitudes towards all nine protected characteristics
- listen to, and involve students, parents/carers and staff

- communicate behaviour expectations
- ensure that the school welcomes applications for school places and jobs from all sections of the community
- ensure that stereotypes relating to protected characteristics are challenged
- ensure that every student and member of staff is valued as an individual, irrespective of any protected characteristic
- ensure that incidents are reported, analysed, addressed swiftly and effectively and reported on as required
- ensure that all instances of discrimination are recorded through a central log monitored by a member of the senior leadership team

## **EQUALITY OBJECTIVES**

Bonneygrove and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.

The Headteacher will monitor success in achieving the objectives and report back to governors. The staff will actively implement this policy, support the monitoring of impact and work to achieve the objectives set out below.

***All school staff are expected to have regard to this document and to work to achieve the objectives as set out below.***



## Bonneygrove Primary School Equality Objectives – September 2021

Tick to identify which of the protected characteristics the planned action is addressing in accordance with the Equality Duty 2010. A-age, D-disability, GR-gender reassignment, PM-pregnancy & maternity, R-race, RB-religion or belief, G-gender, SO-sexual orientation, MC-marriage or civil partnership/other relationships									Objective	Planned Action	Time Scale	Person Responsible
A	D	GR	PM	R	RB	G	SO	MC	<b>To raise awareness our Code of Conduct to promote respect, knowledge of different beliefs and cultural awareness to reduce the perception of bullying</b>	Ensure children understand terms associated with bullying and difference between that and falling out by focusing on this in class, key stage and whole school assemblies, and through embedding the Jigsaw curriculum	Weekly Assemblies (Headship and LOLs) and on-going - Summer 2022	SLT/All class teachers
✓	✓	✓		✓	✓	✓	✓	✓		PSHCE leader to organise and anti-bullying event to involve parents and children	Spring 2022	D. Photi
										All subject leaders to ensure the curriculum promotes tolerance of faith, respect and prepares children for life in modern Britain	Across the year – aim to complete by Summer 2022	All subject leaders
										Begin to work towards an anti-bullying award and review and consult on new anti-bullying policy	September 2023	D. Photi
✓	✓			✓	✓	✓	✓		<b>To ensure that children in vulnerable groups make accelerated progress given their starting points; with</b>	Use pupil progress meetings effectively to explore barriers to learning and ensure gaps in learning are addressed	Autumn 2021	Headship
										Ensure Wave 1 teaching and resources are engaging DSEN and PPG groups by providing	Autumn 2021 then ongoing	C. Georgiou/Headship/All class teachers

									<p><b>a particular focus on narrowing the gap between SEND and non-SEND groups and narrowing the gap between PPG and non-PPG groups</b></p>	<p>more open tasks and sharper differentiation</p> <p>Ensure Provision Maps, assess, plan, do, review and interventions at the point of teaching are being completed</p> <p>Ensure Little Wandle Phonics training for TAs on phonics and reading is embedded to enable them to better support children with difficulties in these areas</p>	<p>Autumn 2021</p> <p>Spring 2022</p>	<p>C. Georgiou</p> <p>Headship/English leader</p>
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**Evaluation:**