



**BEECHWOOD**  
Primary School

## **EQUALITY POLICY**

**JANUARY 2024**  
**Spring Term**

Approved by: **Learning and Outcomes Committee**

Date:

Last reviewed on: **January 2023**

Next review due by: **January 2024**

# EQUALITY POLICY

## 1. Rationale:

The Headteacher, governing body and staff of Beechwood Primary School are committed to raising standards, establishing high expectations and promoting effective teaching and learning for all. Every member of the school community has an entitlement to an inclusive environment where teachers can teach effectively and children can learn in a safe, calm and purposeful atmosphere.

The single equality act which came into place October 1<sup>st</sup> 2010 brought together the duties that were already set out in our previous equality policy. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

## 2. Aims:

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our RESPECT values and school rules.

## 3. Expectations:

The school expectations are:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment, victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that all staff with responsibility for planning, teaching and curriculum, apply this policy to all they do.
- To ensure that learners and parents are fully involved with the provision made by the school.
- To ensure that staff with management responsibility increase transparency.
- To ensure that, within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded, where and when necessary.

#### 4. 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

#### 5. 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 headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among 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 10 and the associated action plan in Appendix 1.

#### 6. 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 annually in January.

#### 7. 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 that 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
- Analyse the data referenced above 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.

### **8. 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 in R.E. lessons, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with any tensions between different groups of pupils within the school. For example, our future leaders and safeguarding groups have 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.

### **9. Equality Considerations:**

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 as part of the general risk assessment planning document to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as 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.

## 10. Equality Objectives:

### Objective 1

Raise levels of attendance for pupils with identified SEND needs.

### Objective 2

Promote cultural understanding and respect for differences through a rich range of experiences.

### Objective 3

Further improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.

*See the Equality Objective Action Plan (Appendix 1)*

## 11. Monitoring Arrangements:

The headteacher will review and update the equality information we publish annually. This will go to the The equality objectives will be reviewed annually but may remain the focus for up to 4 years.

This document will be approved by the Learning and Outcomes committee.

## 12. Links with other Policies:

This document links to the following policies:

- Accessibility Plan
- Inclusion Policy
- Risk assessments.

### **EQUALITY POLICY**

This policy was adopted at a meeting of Learning and Outcomes sub-committee, held on \_\_\_\_\_

Date to be reviewed: **January 2025**

Signed:

Name of signatory:

S. Harper

J. Cargill

Role of signatory:

Headteacher

Chair of Governors

Equality Aim	Action to be Taken	Personnel	Timescale	Resources	Anticipated Impact
<b><u>OBJECTIVE 1</u></b> <b><i>Raise levels of attendance for pupils with identified SEND needs.</i></b>	<p>Track and monitor the attendance of pupils with SEND support and an EHCP.</p> <p>Identify barriers to attendance and hold appropriate meetings to support pupils and families.</p>	<p>Attendance Leads (SHart/PM)</p> <p>Inclusion Lead (RG)</p> <p>All class teachers</p>	On-going	<p>Educational Welfare Meetings</p> <p>Attendance Rewards</p>	<p>Attendance gap narrowed for pupils with identified SEND needs compared to other identified groups.</p>
<b><u>OBJECTIVE 2</u></b> <b><i>Promote cultural understanding and respect for differences through a rich range of experiences.</i></b>	<p>Identify opportunities in the curriculum to study other cultures and countries; study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.</p> <p>Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries.</p> <p>Use world events to explore other cultures and faiths.</p>	<p>Headteacher</p> <p>All class teachers</p>	On-going	<p>Annual Assembly Plan for festivals</p>	<p>Greater understanding and respect for differences and different faiths.</p> <p>The school ethos and curriculum promotes respect for the differences of the school community.</p> <p>Issues raised are covered through lessons, PSHE, assemblies and staff training.</p>
<b><u>OBJECTIVE 3</u></b> <b><i>Further improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.</i></b>	<p>Key information shared and booklet given.</p> <p>School tour by Young Interpreters. Pupils selected in class to buddy/mentor new arrivals.</p> <p>Complete early assessment of EAL needs and identify appropriate interventions.</p> <p>Sign pupils up to Learning Village and monitor progress.</p>	<p>Attendance Leads (SHart/PM)</p> <p>EAL Lead (MR)</p> <p>Safeguarding Leads (SHa/SHart)</p> <p>Class teachers and support staff.</p>	Support on-going from date of school place offer.	<p>Time for meetings.</p> <p>Learning Village Subscription</p>	<p>New pupils are supported and interventions put in place to ensure a positive transition to Beechwood.</p>