

# EQUALITY INFORMATION AND OBJECTIVES

*'...like a tree firmly planted by streams of water which yields its fruit...'*

*Psalm 133*



## Bollinbrook CE Primary School Equality Information and Objectives

Recommended by	Statutory
Approved by	Governing Board
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Legal Status	Statutory

### CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2	September 2021	October 2021	L. Le Marinel	Policy update and review objectives



## Mission Statement

*... 'a tree firmly planted by streams of water which yields its fruit...' Psalm 1v3*

*At Bollinbrook CE Primary the Christian value of 'Love' is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, 'like a tree firmly planted by streams of water which yields its fruit...' We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.*

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### 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

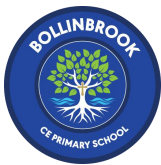
### Legislation and Guidance

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](#).



## 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

### *Our headteacher will:*

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives.

## 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 every September.
- The Headteacher is responsible for monitoring equality issues, she regularly liaises with senior leaders and governors regarding any issues.

## 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, 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 above data 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 specific bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

**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, and health (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.
- 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

**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



## Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socioeconomic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

## Equality objectives

**Objective 1:** *To mitigate the impact of school closures on disadvantaged pupils.*

### Why we have chosen this objective

Our internal data, which is discussed termly at Pupil Progress Meetings, indicates that there are gaps in attainment in several classes between disadvantaged and non-disadvantaged pupils. The impact of school closures due to Covid-19 has been reported to be greater on those who are disadvantaged and our data is currently supporting this statistic.

### Progress we are making towards this objective:

Effectively utilise funding streams such as Pupil Premium Grant and Catch Up/Recovery Premiums to focus upon EEF recommended strategies (Teaching and Whole School Strategies, Targeted Support and Wider Strategies). Implement PPG and Catch Up/Recovery Strategy Statements successfully through regular monitoring, ensuring they have the desired impact upon pupils.

**Intended Outcome:** The gap between the attainment of disadvantaged and all pupils closes.

**Progress we are making towards this objective:** Monitoring occurs regularly. Updates made to assessment and recording systems to ensure data is thoroughly analysed and clear actions identified.



**Objective 2:** *To narrow the gap in attendance and punctuality rates between Pupil Premium children and other children in the school*

**Why we have chosen this objective:** Our school's attendance figures show that PP Pupils on roll have higher absentee levels than that of their peers.

**To achieve this objective, we plan to:** Consult with those in our school community who are impacted by this - particularly make sure that parents/carers are involved and also specialist services. Identify best practice from other schools and local schools with similar issues. Communicate regularly with specific parents/carers around how we can support them further.

**Intended Outcome:** Increase attendance of PP children to that of a similar level to those non-PP children

**Progress we are making towards this objective:** A pastoral team have been established with a focus on attendance of vulnerable children. Key messages are reiterated in the newsletter.

**Objective 3:** *To ensure that materials used in school promote equality and diversity*

**To achieve this objective, we plan to:** Ask staff to monitor their use of images/resources to ensure that they represent diversity and promote tolerance of difference

**Intended outcome;** Children's attitudes and actions reflect a tolerant view of those around them who they may perceive as 'different'

**Progress we are making towards this objective-** a new PSHE scheme 'Heartsmart' was introduced last year. The 'No outsiders' materials have been purchased and are being rolled out in school this year.

### Monitoring arrangements

The Headteacher will update the equality information we publish at least every year. This document will be reviewed by the governing board and Headteacher at least every 4 years. This document will be approved by the governing board.

### Links with other policies

This document links to the following policies:

Accessibility plan  
SEND Policy/Plan  
Pupil Premium Plan  
Behaviour Policy  
RSHE Policy  
Exclusions Policy  
All Employment Policies  
School Development Plan