



# SINGLE EQUALITY POLICY STATEMENT – Beeston Primary School

Date agreed by Governors:	November 2023
Review Date:	November 2024
Policy Written by:	Ruth McAvoy

## Vision and values

Our long term vision for every child who attends our school is:

*To empower all pupils to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners.*

## Values



## Aims

We **ENGAGE** our pupils in the joy of learning through a broad, balanced and inspiring curriculum that is driven by pupils. We seek to develop our pupils as **'inquisitive investigators'** and **'aspiring entrepreneurs'**, who have the motivation, resilience to pursue their own futures and make a positive contribution to society.

We **'promote a love of learning'** in every pupil. We want everyone to **ENJOY** their time at Beeston Primary school.

We **ENRICH** all pupils' learning by connecting them to their local, national and global world and by opening doors to opportunities. Pupils gain an understanding of **'our place in our world'** and learn how to live alongside and share...

## Introduction

At Beeston Primary School we believe that all children should receive equal access to the full school curriculum and wider school experience regardless of first language, disability, race, gender, cultural or socio-economic background. We believe that every child has the right to equality of outcome and to achieve their full potential. In order to achieve equity we use positive action and reasonable adjustments to ensure all stakeholders have an equal chance to achieve, participate and fulfil their roles in school and the wider community. We welcome our responsibilities under the Equality Act 2010. Our Equality Policy and Scheme follows local authority recommendations.

At Beeston Primary, we aim to create a diverse curriculum which reflects the diversity of our pupils, our local and wider community. We celebrate diversity by learning about a broad range of historical and current figures in all walks of life. This provides the opportunity to see a wide range of humanity, see people to which they can aspire that are similar to themselves and develop tolerance and understanding of people with different beliefs, religions, genders, abilities and sexual orientations.

The school is committed to providing equality of opportunity for all irrespective of:

- Age
- Disability
- Gender (Sex)
- Gender reassignment
- Pregnancy and maternity
- Race or racial group (including colour, nationality and ethnic origin or national origins)
- Religion or belief
- Sexual orientation
- Marriage and Civil Partnership

At Beeston Primary School we aim to promote equality and develop positive relationships, by tackling any form of discrimination. As part of our duty under the Equality Act 2010 and the Public Sector Equality Duty we aim to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics.

### **1. 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

### **2. 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](#).

### **3. 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 equality link governor will:

- Meet with the designated member of staff for equality regularly to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Report back to the full governing board regarding any issues

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

A member of the senior leadership team, Ruth McAvoy, who is the designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor regularly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

School staff:

We comply fully with legislation which protects our all staff from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical

capability to carry out the duties. An applicant completes a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. Our staff team have undertaken training to help them understand their equality duties and/or the differing needs of protected groups within our school community.

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of this policy and its principles.

#### **4. Public Sector Equality Duty**

We welcome our duties under The Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by 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.
- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

#### **5. 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

The school keeps a written record (known as an Equality Impact Assessment) 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 with the completed risk assessment.

## **6. Practical application of this policy:**

In the light of the principles stated above the following characteristics have been considered in order to identify practical objectives and plans of specific action:

- disability
- ethnicity
- gender
- sexual orientation
- religion and belief
- age

These objectives are published in section 7 below.

- **The curriculum**

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

- **Training and development**

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the principles.

- **Ethos and organisation**

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment;
- pupils' and staff personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff and governor recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community;
- participation of groups in wider school activities; and
- preparing all members of the learning community for living and positively contributing to a diverse society.

- **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs
- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum

- prejudices reflecting sexism and homophobia

There is guidance in the staff induction and staff are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

- **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

- **Breaches of the policy statement**

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy

## 7. Equality objectives

The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

### Equality Objectives 2023-2025

<b>Equality Objective 1:</b>
<b>To raise standards and accelerate progress in Writing for targeted pupils with SEND.</b>
<b>Why we have chosen this objective:</b>
<p>Due to the COVID-19 pandemic, schools across the country closed for approximately 6 months during two National Lockdowns. This was resulted in pupils falling behind with their learning.</p> <p>The findings of the Ofsted and Quality Care Commission review into SEND provision during COVID-19 include the following:</p> <ul style="list-style-type: none"> <li>- Across all age groups, children with SEND have been seriously affected in both their care and education, as the services that families relied on – particularly speech and language services – were unavailable.</li> <li>- Children with SEND were less likely to be attending school during lockdown</li> <li>- More significant barriers were identified for those with SEND (who were attending) when compared with children without SEND.</li> </ul>
<b>Precise Outcomes</b>
For SEN pupils, in each cohort, agreed <sup>*1</sup> targeted pupils achieve accelerated progress and all other pupils meet their personalised targets.

<sup>1</sup> Agreed in pupil progress meetings

<b>To achieve this objective we plan to:</b>
<ul style="list-style-type: none"> <li>○ Track targeted pupils with SEND through pupil progress meetings</li> <li>○ Identify pupils, including those with SEND, through pupil progress meetings pupils who need to access Bespoke Learning Opportunities</li> <li>○ CPD for all staff in effective differentiation strategies, bespoke provision and other strategies to support pupils in school</li> <li>○ Have a robust cycles of whole school monitoring of SEND and the provision in place</li> <li>○ Have Individual Provision Maps (IPMs) for all pupils with SEND which include details of different types of provision in class</li> <li>○ Have a systematic synthetic phonics scheme in place for all pupils (Floppy's Phonics)</li> <li>○ Use the recovery premium in part to support children with SEND</li> </ul>

<b>Equality Objective 2:</b>
To embed the 'Graduated Approach Toolkit' to ensure high quality provision for all pupils with SEND
<b>Why we have chosen this objective:</b>
It will provide a centralised, child-centred approach to record keeping for pupils with SEND. Teaching staff and support staff will use the GAT. There will be an increased focus on parent and pupil voice. SEND team will implement
<b>Precise Outcomes</b>
<ul style="list-style-type: none"> <li>- Improved communication and stakeholder engagement from parents and pupils with regular</li> <li>- All staff have access to all relevant SEND records to ensure consistency of approach and that recommendations are followed</li> </ul>
<b>To achieve this objective we plan to:</b>
<ul style="list-style-type: none"> <li>○ Termly audit of provision maps with training for staff as required</li> <li>○ Regular classroom and individual provision audits</li> <li>○ Regular SEND supervision meetings</li> <li>○ Monitoring of use of the toolkit through regular pupil progress meetings</li> </ul>

<b>Equality Objective 3:</b>
By July 2024 the PSHE and wider curriculum meets the needs of the school

community.

**Why we have chosen this objective:**

We continuously evaluate the effectiveness of the curriculum and want to ensure that children in school see themselves reflected in the people they study and books that we read.

**Precise Outcomes**

- Curriculum is sensitive to all beliefs covered by the equality act including veganism
- Whenever diet and foods are taught/discussed in school that these are inclusive of vegan diets and beliefs

**To achieve this objective we plan to:**

- Review content of Science lessons
- Review PSHE curriculum and adapt to meet the needs of pupils at Beeston Primary School
- CPD for all staff in ways to teach protected characteristics