



SINGLE EQUALITY POLICY STATEMENT – Beeston Primary School

Date agreed by Governors:	November 2024
Review Date:	January 2026
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 pupil needs and interests. We seek to develop our pupils as 'inquisitive investigators' and 'aspiring entrepreneurs', who have the motivation, resilience and self-belief to shape 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 new experiences and opportunities. Pupils gain an understanding of 'our place in our world', and learn how to live alongside, and show respect for, a diverse range of communities.

We support every pupil to **EXCEL**, regardless of what barriers or challenges they may face and are committed to building an inclusive school that raises aspirations for all. We place staff and pupil well-being at the centre of our work, nurturing 'healthy and happy living' for all.

Introduction

At Beeston Primary School we believe that all pupils 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 complete 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 2025-2028

Equality Objective 1:
To raise standards in boys' reading
Why we have chosen this objective:
There has been a slight gender gap in the lower Primary Years. Performance improves steadily across year groups, with Year 6 boys achieving 74% at/above expected levels (51% expected, 23% above). Boys' attainment is considerably lower in Years 1, 3 and 5 compared to Girls' attainment. This is due to a larger proportion of boys working at 'below' due to complex SEND. There is a notable trend of girls generally achieve higher averages (Gold) compared to boys (Silver+ in earlier years).
Precise Outcomes
Within the next three years, the gender gap will narrow significantly, with boys' attainment expected to be in line with that of girls by the end of Year 6.
To achieve this objective, we plan to:
<ul style="list-style-type: none">○ Monitor and review book choices when developing a love of reading to ensure a range of books to appeal to all readers.○ Identify pupils, including those with SEND, through pupil progress meetings pupils who need to access Bespoke Learning Opportunities○ CPD for all staff in effective differentiation strategies, bespoke provision and other strategies to support pupils in school○ Have a robust cycles of whole school monitoring of all pupils and the provision in place○ Have Individual Provision Maps (IPMs) for all pupils with SEND which include details of different types of provision in class○ Have a systematic synthetic phonics scheme in place for all pupils (Floppy's Phonics)○ Have a boy specific reading booster for target pupils identified through assessments

Equality Objective 2:
To review the books chosen to be part of the English curriculum to ensure coverage of the protected characteristics.
Why we have chosen this objective:
The school has engaged an external consultant to review the effectiveness of the English curriculum, with a particular focus on ensuring that the texts selected provide pupils with experiences that reflect their own identities, the diversity within the local community, and the wider world. Year groups have systematically evaluated and revised their text choices across English units to ensure that the curriculum offers representation across a broad range of characteristics and promotes an inclusive and equitable learning experience for all pupils.
Precise Outcomes
By the end of 2025-26 the school's Personal Development Programme will demonstrate a broad range of books which reflect all protected characteristics.
To achieve this objective, we plan to:
<ul style="list-style-type: none"> ○ Through our developing Personal Development Programme, a broad range of books will be mapped out across school to reflect all protected characteristics. ○ The English team will continue to monitor the effectiveness of the English curriculum and SLT will monitor the impact on attainment data of different groups ○ Guided Reading and class reading texts will be reviewed to evaluate and monitor the protected characteristics represented

Equality Objective 3:
To reduce the gender gap in mathematics by ensuring equitable progress for girls across Years 1–6, with a particular focus on increasing the proportion of girls achieving at or above expected standards by the end of Year 6.
Why we have chosen this objective:
<ul style="list-style-type: none"> • Attainment data shows that girls are underperforming in mathematics compared with boys by Year 6 (69% vs. 75% at/above expected). • Boys outperform girls more significantly at higher attainment levels, indicating a widening gap as pupils progress through the school. • Gender equity in maths is a national priority, and the school has a statutory duty to remove barriers and promote equality of opportunity. • Addressing this gap supports the school's broader commitments to raising outcomes for all pupils, promoting inclusive teaching, and challenging stereotypes in STEM.
Precise Outcomes
By July 2028, girls' attainment in mathematics will be in line with boys', with at least 75% of girls in Year 6 achieving at or above expected standards (from the current 69%).
To achieve this objective, we plan to:
<ul style="list-style-type: none"> ○ Identify pupils, including those with SEND, through pupil progress meetings pupils who need to access Bespoke Learning Opportunities ○ Ensure consistent use of concrete–pictorial–abstract methods to build confidence and

fluency.

- Audit lesson resources to ensure equal representation and avoid gendered assumptions in maths tasks.
- Increase opportunities for reasoning and problem-solving where girls' confidence typically dips.
- Use pupil progress meetings to monitor gender-specific trends and adjust teaching accordingly.
- The Maths team will continue to explore further options for enrichment and enhancement of the Maths curriculum to improve the engagement and aspirations of girls
- Termly analysis of attainment and progress by gender across all year groups.
- Pupil voice surveys exploring girls' attitudes towards maths, confidence, and classroom experience.
- Specific girls' Maths booster for pupils in Year 6.