

# Beaconside Primary and Nursery School Equality Policy and Objectives



**Approved by:** FGB Committee

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### 1. 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

### 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 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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. 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.

The school has a designated member of staff for monitoring equality issues (headteacher). They make governors aware of these as appropriate.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher CPD every two years. This training is provided by The National College.

#### **5. 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
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

#### **6. 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

## 7. 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 is accessible to pupils with disabilities, cuts across any religious holidays and has equivalent facilities for boys and girls.

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded as part of the risk assessment when planning school trips and activities. This is completed by the member of staff organising the activity and is stored electronically.

## 8. Equality objectives – reviewed every 4 years

Objective: to ensure the school is accessible to all members of our community. (disability)			
Issue	Outcome	Actions	Person(s) Responsible
Entrance to the school is not user friendly for a wheel chair user.	The reception area of the school will be signposted at a level appropriate to those using a wheelchair. Upon using the intercom, visitors with physical disabilities will be able to gain easy access to the building. Visitors will be provided with appropriate access to eating and meeting spaces within school.	Display sign at intercom point to ask wheelchair users to request support with door opening (interim measure). Quotes to be obtained and considered for signage. Options for front door to be considered and quotes obtained (automatic opening, changing position of intercom system or altering door opening direction. Works arranged and evaluated. Ensure access to the school hall and Hazel House for visitors when required.	LH and AL
Objective: to close gaps in rates of progress for 'groups' of pupils. (disability, gender, race)			
Issue	Outcome	Actions	Person(s) Responsible
Data evidences gaps in the rates of progress and attainment for groups of pupils. This is cohort specific.	Gaps in rates of progress and attainment between boys and girls will have narrowed.	Use data to identify needs/gaps in learning. Hold pupil progress meetings to discuss and create alternative provision. Audit and evaluate provision and monitor through regular learning walks, book trawls and pupil voice. Adapt environment and provision/curriculum accordingly. Provide CPD as required.	LH
Objective: further develop an understanding and awareness of people with disabilities and of the wider community in terms of cultural and religious differences. (disability, race, religion or belief)			
Issue	Outcome	Actions	Person(s) Responsible
The school has an increasing population of pupils with ASD and pupils and other parents do not always understand this disability and the impact it can have pupils and their	Parents will understand the complex needs of many of our pupils and use this in the context of how the school operates.	Audit and evaluate provision and monitor through regular learning walks, book trawls and pupil voice. Adapt environment and provision/curriculum accordingly. Continue to promote our school and British values.	LH and DS

behaviours. The pupils of the school are predominantly white British yet the school is situated on the outskirts of a multi-cultural city.	The school curriculum and extended provision will reflect the diverse society that we live in and monitoring will evidence the impact upon pupils and their understanding of this.	Raise awareness of issues and promote and celebrate diversity through the curriculum, school assemblies and planned curriculum events. Develop a programme of visits and visitors to support this area of development. Provide Equality and Diversity CPD for staff. Provide opportunities for parents to explore SEND and how the school approach disabilities e.g. parent workshops on autism for parents who do not have children with autism and mental health/well-being support.	
Objective: to ensure the curriculum (PE and physical activity) is accessible to all pupils. (disability)			
Issue	Outcome	Actions	Person(s) Responsible
Pupils, diagnosed with asthma and prescribed inhalers, are only allowed one inhaler so if they forget to return it to school, their participation in physical activity is reduced in case of an attack.	Pupils (diagnosed and prescribed) will have access to an inhaler to ensure that they don't miss out on physical activity as they do not have an inhaler with them.	Read and implement <a href="#">'Guidance on the use of emergency salbutamol inhalers in school'</a> . Purchase Emergency Inhalers. Update policies and guidance accordingly. Staff CPD on asthma.	LH

## 9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

This document will be reviewed by the headteacher annually with the equality objectives being reviewed every 4 years.

This document will be approved by the FGB.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report and policy
- Supporting pupils with medical conditions policy
- School Development Plan
- Buildings Plan
- Behaviour Policy
- Curriculum Policy