



# Somerset Bridge Primary School

Aspire - Brave - Care - Collaborate

## Equality Information & Objectives Somerset Bridge Primary School & Nursery

First Adopted	June 2020
First review date	March 2020
Second review date	March 2022
Third review date	October 2023
Fourth review date	Nov 2024
Fifth review date	
Headteacher's signature	
Chair of Governor's signature	

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	3
4. Eliminating discrimination .....	3
5. Advancing equality of opportunity.....	4
6. Fostering good relations.....	4
7. Equality considerations in decision-making .....	5
8. Equality objectives .....	5
9. Monitoring arrangements .....	6
10. Links with other policies.....	6

---

### 1. Aims

Our school's core values are Bravery, Aspiration, Collaboration and Care. We will treat everyone fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and achieve their potential.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

These above characteristics are called “protected characteristics”.

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 (reference to “staff” within this policy to include volunteers, temporary staff and contractors working regularly on our school site), 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

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 and line management. 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 year.

## 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 (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:

- Prepare 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
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Review further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Continue to develop and support our pastoral team and the work of our Family Support Worker to ensure that families or children with a particular characteristic are able to participate fully in school life

## 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
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- 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 in the risk assessment when planning school trips and activities.

## 8. Equality objectives

**Objective 1:** To deliver a curriculum which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.

Why we have chosen this objective: It is vital that children grow up understanding the contributions that people with all protected characteristics make to society.

To achieve this objective we plan to: develop a broad curriculum recognising the achievements and contributions of all. This will be done through various means including children's research and open discussion.

Progress we are making towards this objective: Children have explored aspirational figures in order to name their classes. Our curriculum is being reviewed to ensure that there are clear opportunities to explore and address stereotypes and discrimination.

**Objective 2:** In our Early Years to close progress and attainment gaps between boys and girls and other vulnerable groups by ensuring equal opportunities for all and providing a curriculum that enables all to achieve.

Why we have chosen this objective: There is a clear difference in attainment and progress between different groups of children in the Early Years

To achieve this objective we plan to: support the Nursery staff in planning a broad and balanced curriculum which includes maths & technology knowledge and skills. Develop opportunities for meaningful learning with a particular emphasis upon motivating and engaging boys.

Progress we are making towards this objective: This objective is part of our Development Plan for the year which is currently being implemented.

**Objective 3:** To train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: Somerset County Council Recruitment Policy states that discrimination claims can arise at any point during the recruitment and selection process from the wording of an advert to the formal interview process, so it is crucial that Head Teachers and Governors are trained and are confident that no discrimination, direct or indirect, takes place at any stage of the process.

To achieve this objective we plan to: enrol those members of staff involved in recruitment onto the virtual college course "Equality, Diversity and Inclusion in the Workplace".

Progress we are making towards this objective: the cost of this course is £20 per candidate and this commitment will be included in the budget for next financial year. Staff with current safer recruitment training will be prioritised.

## **9. Monitoring arrangements**

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

This document will be reviewed by our Governors at least every 4 years.

This document will be approved by our Governors.

## **10. Links with other policies**

This document links to other school policies including:

- Accessibility plan
- Recruitment and Selection Policy
- SEN Policy
- SEN Code of Practice
- Dignity at Work Code of Practice