



# Birchwood Avenue Primary School

## Equality Information and Objectives Policy

### **Policy Review**

The policy was last reviewed and agreed by the Headteacher on 13.02.24

It is due for review in February 2025 (up to 12 from the above date).

Signature ...

Date: 13.02.24

Headteacher

Signature.....

Chair of Governors

Date: 13.02.24

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## 1. Overview

The School's Equality Objectives cover a four-year period from 2022 to 2026. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school including parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

## 2. 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.

At Birchwood Avenue, we are committed to creating an inclusive and respectful learning environment, where every individual is valued and has equal access to opportunities and support. We celebrate the diversity of our school community, embracing differences in race, ethnicity, gender, disability, age, religion, and sexual orientation.

Our aim is to eliminate discrimination, promote equality of opportunity, and foster positive relationships among students, staff, and parents. We strive to provide a safe and nurturing environment, free from bullying, harassment, and prejudice.

To achieve these objectives, we regularly review and update our policies and practices, ensuring they promote equality and diversity. We actively support and encourage all members of our school community to actively engage in promoting a culture of respect and understanding.

We believe that by working together, embracing diversity, and fostering an inclusive ethos, every individual at Birchwood Avenue can achieve their fullest potential and become confident, responsible citizens who contribute positively to society.

## 3. 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.](#)

## 4. 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 four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher
- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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

The designated member of staff for equality – Deputy Head - will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every year to raise and discuss any issues.
- Support the headteacher in identifying 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 as set out in section 9.

## 5. 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 school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate. Equality, inclusion and diversity are represented within our School Development Plan. A working party is currently in place to ensure the successful implementation of the action plan.

## 6. 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying), e.g. Equal Opportunities form completed by all potential staff members in application.
- 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:

- Collate and monitor 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)
- Collate and monitor further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 7. 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 also work with parents to promote knowledge and understanding of different cultures
- We are developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach, e.g. Vicar at local Church.

## 8. 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

## 9. Equality objectives

**Objective 1:** Narrow the attainment gap between boys and girls.

**Why we have chosen this objective:** Currently there is an attainment gap between boys and girls, with more girls reaching the age-related expectation by the end of Key-Stage 2.

**To achieve this objective, we plan to:** Ensure boys see themselves as learners and are provided with positive male role models who have been academically successful; Continue to raise expectations for boys and have relentlessly high standards for the quality of work produced; Ensure aspects of the curriculum are representative of boys and their experiences.

**How we will know if we have met this objective:** Attainment of boys will improve year on year, until it is in line with the attainment of girls.

**Progress we are making towards this objective:** Progress of boys is a particular focus point in pupil progress meetings. Actionable steps include a cohort tracker which identifies children who are/are not on track to meet their attainment targets.

**Objective 2:** To ensure all staff have the skills and knowledge to drive equality and embrace diversity within the context of the work place.

**Why we have chosen this objective:** To date, limited training has taken place in this area.

**To achieve this objective, we plan to:** Deliver training which drives equality and promotes diversity within the workforce and within the student body; Ensure signage around the school promotes equality and diversity

**How we will know if we have met this objective:** Staff audits and surveys will demonstrate that 100% of staff understand correct terminology and vocabulary in the workplace and gain a deeper understanding of aspects of equality.

**Progress we are making towards this objective:** Diversity working group in place as of September 2022. All staff have been invited to be part of the working group. Work is currently being completed on parent voice and representation at Birchwood. Assistant Head and Deputy have attended anti-racist school training.

**Objective 3:** Further improve the understanding and respect for differences in each other among staff and pupil body.

**Why we have chosen this objective:** To ensure we are representing all cultural heritage backgrounds and ensuring that all staff, children and their families feel respected, represented and valued members of the Birchwood community.

**To achieve this objective we plan to:** Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures.

**How we will know if we have met this objective:** Use SMSC Grid Tracker to identify gaps in our provision and, in turn, reduce these gaps. The school ethos and curriculum will promote respect for the differences in the school community.

**Progress we are making towards this objective:** Collective worship opportunities are timetabled in every day. The assembly schedule for the year ensures that events and important occasions within a variety of different faiths and cultures are represented. Opportunities to explore other countries and cultures have been provided throughout the year – for example, Black History Month, Take One Book. Children also have the opportunity to explore faiths and cultures through a sequentially planned RSE and PSHE curriculum.

## 10. Monitoring arrangements

The Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by governing body and Headteacher at least every 4 years.

This document will be approved by governing body.

## 11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy