

John Bunyan Primary School & Nursery



Equality Policy

Reviewed by: Curriculum 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

The designated member of staff for equality is Assistant head teacher . They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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 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.

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 with the headteacher regarding any issues and make senior leaders and governors aware of these as appropriate.

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. making reasonable adjustments for Jehova Witness pupils)
- 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 and extracurricular activities)

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 (e.g. declines in incidents of homophobic or transphobic bullying)
- 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, personal, social, health and emotional (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 some assemblies and we will also invite external speakers to contribute
- Trying to work 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

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

8. Equality objectives

Objective 1: *To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.*

Why we have chosen this objective: This is something new for us to do as a school and it would provide us with new data on how we are performing at making ourselves of interest to people of all cultures within our community. It would also allow us to explore the trends and compare with other local schools.

To achieve this, we plan to: analyse data from any job adverts that we have advertised over the coming year to explore trends and compare with other local schools to see how we compare.

Objective 2: *To promote cultural understanding.*

Why we have chosen this objective: Recently, more children from wider ethnic backgrounds have joined the school. As the school is located in a large town with an historically caucasian population, the promotion of cultural understanding and tolerance is of crucial importance.

To achieve this, we plan to: further develop our PSHE and RE curriculum and continue to promote British Values and Character Values reinforcing equality, tolerance and inclusion of a range of worldviews. This curriculum promotes spiritual, moral and cultural development, preparing pupils for adult life.

Objective 3: *To improve accessibility across the school.*

Why we have chosen this objective: As a school, we want to ensure that we are fully accessible and to set the example to our pupils how everyone is different and we are all accepted at John Bunyan Primary School and Nursery.

To achieve this, we plan to: ensure the school building removes all barriers to accessibility for disabled learners, staff and visitors. There will be adaptations made for a deaf pupil and pupils with mobility issues. This will include a review of the school's Accessibility Plan.

Objective 4: *To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities and looked after children.*

Why we have chosen this objective: Analysis of data has shown gaps between these groups. We aim to close these gaps.

To achieve this, we plan to: ensure that learning activities provide opportunities for all pupils to achieve well, through carefully planned and challenging learning with high expectations for all. Language development, comprehension, metacognitive and self-regulated learning will be promoted across the school. Additional support for social, emotional/mental health will also be extended through our pastoral team.

Objective 5: *To reduce the incidence of homophobia, and sexist and racist language by students.*

Why we have chosen this objective: Although rare, there have been isolated incidents of inappropriate name calling amongst some pupils. As stated above, the school is gradually welcoming more pupils from wider ethnic backgrounds and some pupils have had minimal interaction with individuals of other ethnicities outside of school. Also, the school has had pupils from same-sex parents and not all pupils have knowledge of different family dynamics.

To achieve this, we plan to: teach a broad and balanced curriculum, including PSHE and RSE. Our behaviour policy promotes a positive, safe and inclusive ethos throughout the school. We will continue to teach pupils strategies to identify acts of bullying and to know what to do if they are targets or witness such bullying in or outside school. We will also train staff on how to respond effectively to prejudice-related bullying.

9. Monitoring arrangements

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

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Supporting Pupils with Medical Needs Policy
- Special Educational Needs Policy
- Behaviour Policy