# Beaconsfield Primary School

*Belief, Perseverance, Success*

# Equality Information & Objectives

**Review: May 2024**

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## 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 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

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.

## 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 that 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:

- 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
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## 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, backgrounds, genders
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also (if appropriate) invite external speakers to contribute
- Working with our local community. This may include 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 after-school clubs. We also work with parents to promote knowledge and understanding of different cultures
- 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

## 8. Equality objectives

### Objective 1

- **We will aim to create a school that is supportive, inclusive and welcoming for LGBT+ pupils as well as families with LGBT+ parents/carers**.

**Why we have chosen this objective:**

- LGBT+ pupils are a group that may be vulnerable to bullying and unfair treatment. It is important our school creates a supportive environment to enable all our pupils to work out who they are and how they fit into society. As a school, we recognise that historic discrimination and unfairness means this may be more difficult for some pupils.

**To achieve this objective we plan to:**

- Ensure all our children thrive and achieve to the best of their ability and that gender stereotypes are minimised e.g. in the case of activities, toys, musical instruments or subjects that may be considered more girl or boy appropriate (an example of this might be that girls might be considered better at literacy and boys at maths).
- Provide ongoing training for governors, staff and the school community on protected characteristics including LGBTQ+ issues at age appropriate levels.
- Introduce age appropriate texts into school and class libraries to cover the wide range of families/ relationships within modern UK society
- Educate our children about negative language that may isolate and demean particular vulnerable pupils/ staff e.g. homophobic language.
- Work with children on an individual basis as required, to provide relevant support, and to make appropriate adaptations to meet their needs

**Progress we are making towards this objective:**

First report from autumn 2022

## Objective 2

- **To improve the attendance of all pupils; including mid-phase admission pupils**

**Why we have chosen this objective:**

- We have historically had a small, but significant number of families who struggle to achieve above 95% attendance rates.
- Some ethnic groups in school are more likely to take extended unauthorized leave during term time.
- During and since the pandemic our levels of casual admissions throughout the year has increased and this constant movement of pupils presents a barrier for the achievement of those pupils along with others in classes that suffer excessive mid-phase entries and absence.
- If attendance of this group can be improved through supported actions this will have a positive impact on those pupils and on others in the class.

**To achieve this objective we plan to:**

- We will invite parents to review, agree and sign the "Home/ School Agreement" covering attendance expectations
- Senior school administrator to track all pupil groups; including new admissions with reminders and referrals issued regularly
- School to re-introduce class and pupil attendance incentives and rewards (post-Covid)
- Class doors to display visual record of attendance and attendance reported in ½ termly newsletter
- Increased use of referrals to LA Attendance Officer when school support measures are not having desired impact.

**Progress we are making towards this objective:**

First report from autumn 2022

## Objective 3

**Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services.**

**Why we have chosen this objective:**

- We have identified through internal discussions and as part of EHCP reviews that outdoor play facilities and activities for 'disabled pupils' are extremely limited.
- As an 'inclusive school' with our ARP provision we are keen to ensure there are opportunities for all of our pupils to engage in safe, enjoyable play and learning activities with their peers.

**To achieve this objective we plan to:**

- Review current provision maps/ EHCP's of those pupils with defined needs to identify potential gaps in the environment provision
- Improve signage (including sensory/ tactile) where required
- Consult with identified pupils, their support staff (and parents where appropriate) for suggestions on outdoor play improvements to make play periods more inclusive for those with disabilities.
- Source, purchase, install (as appropriate) suitable games/ equipment/ activities to include disabled pupils in more activities with other peers.
- Ensure staff who supervise are aware of the correct and safe use of new games/ equipment.

**Progress we are making towards this objective:**

First report from autumn 2022

## 9. Monitoring arrangements

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

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

This document will be approved by governing body committee

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour Policy