



Equality Information & Objectives

March 2019

Policy Review

This policy was adopted and agreed by the Governing Body on 28th March 2019 and will be reviewed in full by the Governing Body every year.

Next Review: Spring term 2020.

Signature _____ Headteacher Date: 28th March 2019

Signature _____ Chair of Governors Date: 28th March 2019

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1				
2				
3				

All the governors and staff of Broadlea Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

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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, 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
- All governors monitor equality as part of their linked area. They will:
 - Meet with their link member of staff termly and the meeting will include discussion of any equality 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 (including online training through Educare)
- 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 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 year through Educare online training

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.

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:

- 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, 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 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 (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities, on the same document. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

See Appendix 1: Broadlea Diversity Action Plan 2018-19

9. Monitoring arrangements

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

The equality objectives (Action Plan) will be reviewed annually.

This document will be approved by governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy
- Risk assessments
- Sex and relationship Education Policy

Broadlea Diversity Action Plan 2018-19

Lead: Edward Clear

Vision: Broadlea Primary School is a recognised local trailblazer of inclusive primary education.

Introduction: Visitors often remark on the kind, tolerant nature of children and staff, especially to those with physical and learning disabilities. In February 2018, Ofsted found diversity and inclusion to be a strength and remarked on the inclusive ethos of the school.

Key development priorities across the school focus on improving outcomes for pupils and behaviour for learning. Further strengthening the school's ethos of inclusion supports these priorities. It provides cross-curricular opportunities and ideas for literacy, as well as developing our pupils as more empathetic, open-minded and ambitious learners.

This vision has been guided by training from Elly Barnes (MBE), whose training EC attended at TeachFirst inter-cohort week in 2018. The actions are guided by her book *How to Transform Your School Into An LGBT+ Friendly Place* (JKS, 2018).

Diversity priorities:

- Ensuring that school policies meet and then exceed the requirements of the Equalities Act 2010.
- Equipping all staff with the confidence and language to navigate discussions about diversity openly and confidently.
- Increasing awareness of LGB history, trans issues, black history and women's rights

Proposed Diversity Calendar:

Period/Date	Focus	Proposed activities, coordinated by EC
October 2018	Black History Month	
November 2018	Launch of the 'Our Code of Conduct' posters (+ <i>Anti-Bullying Week</i>)	Posters put up in classrooms and spaces. Class and Key Stage assemblies delivered.
3 rd December 2018	International Day of People with Disability	
February 2019	LGBT History Month	
8 th March 2019	International Women's Day	
July 2019	Rainbow Diversity Week	Rainbow Mufti Day Diversity morning activities, leading to display IW Pride 2019

Proposed Actions

Action: Inclusion audit of school policies

EC to complete an audit of existing policies and report on findings to SF. SF to advise on how changes can be made, if necessary.

Action: Visitor sign-in

Add a box to the sign in sheet asking visitors to tick that they have read and will respect the school's inclusion policy. A laminated copy of the inclusion policy to be available at reception and reception staff will be trained in how to explain it.

Action: Code of Conduct posters in every classroom, reception area, dining hall, each main corridor and shared areas.

Launched in conjunction with a key-stage specific class assembly and follow-up whole-school assembly. See calendar.

Action: Secure a Bronze accreditation for Stonewall School Champions

EC to attend Stonewall training (dates TBC) and gather the required evidence for Bronze accreditation. Ensure when achieved that this accreditation is publicised with local press and branding is applied to school documents and website.



Action: Inclusive classroom literature

EC to work with LC on the purchasing of the PTA granted books to ensure there is a good mixture of diverse titles. EC to discuss the Educate and Celebrate book lists with LC – bulk purchasing is available from the charity.

<http://www.educateandcelebrate.org/product/featured-book/>

A consultation with staff about what kind of diverse books they need could be carried out.