Equality information and objectives policy

Blue = new

Yellow = BPP specific

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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, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

- Our school aims to promote respect for difference and diversity in accordance with our 4R values of Respect, Resilience, Responsibility, Reflection.

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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

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/carers
- 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
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All staff will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- Report any incidents where discrimination has been witnessed on CPOMS, ensuring the correct characteristic is indicated
- Use Restorative Principles immediately after an incident where discrimination has been used, so the impact of actions is understood

4. Eliminating discrimination

The schools are aware of the 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 annually.

We believe that equality at our schools should permeate all aspects of school life and it is the responsibility of every member of staff. Every member of the school community should feel safe, secure, valued and of equal worth. At the schools, equality is a key principle for treating everyone equally and fairly.

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
- 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:

- Analyse data regarding behavioural incidents 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 to Governors and MLT 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:

- Using Restorative Principles to ensure children understand the impact of their actions and to support children adapt their behaviour in the future
- Promoting the 4 R Values: Respect, Resilience, Responsibility and Reflection, so they are embedded throughout the schools and form an important part of the children's behavioural, social and emotional development
- 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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
- 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 BPP schools ensure we have due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The BPP schools always consider 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 BPP schools keep 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. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Staff Recruitment and Professional Development

The schools have measures in place to ensure that there is no discrimination in application processes, or with staff development:

- All posts are advertised formally and open to the widest pool of applicants possible
- At least one member of the short-listing and interviewing will be trained with Safer Recruitment and will have read the Equality Policy
- Access to opportunities for professional development is monitored on equality grounds
- All staff are made aware of the Equalities Policy and the Equality objectives

9. Monitoring arrangements

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

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

This document will be approved by FGB.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEN information report
- SEND policy
- Behaviour Policies

Equality Plan 2025 to 2026 – Southwood, Downs Barn and Germander Park School

Equality Objective	What needs to be done?	Who will ensure this is carried out?	How will this be measured?	September 2026 Review	Objective to continue?
1. To ensure the sites are accessible for all visitors.	Disabled routes will be made clear to admin staff and SLT in case of need.	Site Manager, SBM and Headteacher	Disabled route diagrams will be available in the offices.	Not completed due to change in Site Manager personnel	Yes
2. To understand if any group is being discriminated against, across the schools.	Termly reports to Full Governing Board meetings will include records on incidents of discrimination.	Headteacher and LAB teams	Records of incidents.	Completed	Yes - Continue to monitor to ensure trends aren't evident
3. To ensure provision for EAL pupils and families meets their needs.	Newly arrived pupils will have support tailored to their needs. Interventions will be used to support EAL pupils where necessary (e.g. Communication and Language interventions for EY children). The Family Centre will be approached regarding ESOL courses for parents.	EAL lead teacher and EAL Consultant from MKLA Teachers, LSAs and SENDCO Family Centre	Records of support for NA pupils outlining support/Provision Maps. Provision maps. Discussions with Family Centre	Newly Arrived assessment completed. Interventions in place, when required.	Yes - Continue due to high EAL numbers in the schools.
4. To ensure that all pupils feel they are given a platform to share their culture and that diversity is celebrated.	Ensure events such as Black History Month, Black Lives Matter, World Day of Culture and Diversity and religious events for all faiths are given time and consideration. Use role models in assemblies and lessons that reflect diversity (e.g. Heroes of the half term)	Teachers and Year Leads. Headteacher and teachers.	Termly SLT discussion. Assembly schedule	Events are planned and celebrated. Pupil comments in Annual reports show that children value their opportunities to celebrate their culture.	We feel this Objective is met (but will continue to be an area that we continue to promote even if it isn't a specific objective).

5. To raise attainment in writing for boys.	Ensure boys have a voice regarding the outcomes and purpose of writing, so that they have ownership.	Teachers and LSAs.	Book scrutinies and pupil interviews.	Texts to interest boys have been chosen and writing tasks are selected to have a purpose.	This will not be an equalities objective, but remains an area that we will revisit.
6. To ensure inclusion is at the heart of our broad and balanced curriculum	All children (where needs can be met safely) access clubs and educational visits. All children have access to an appropriate curriculum (this may be tailored), that covers the full breadth of National Curriculum Subjects (or EYF).	Teachers, LSAs and SENDCOs Teachers, LSAs and SENDCOs	Club and Visit arrangements Provision Maps	Children from the Specialist Bases have had the opportunity to attend inside school and outside school educational visits. Children access the curriculum appropriate for their needs across the schools.	Yes – as such a high priority for the school.
7. To ensure that Life Skills are taught to pupils to support their independence as they grow older.	All children have Life Skills sessions which target aspects that will help them develop into well rounded adults later in life.	All staff	SLT discussions, Life Skills Curriculum	The Life Skills Curriculum has been developed across the whole school. This will continue to be developed.	Yes – as this is a priority for children with complex needs and children in our context.

Equality Plan 2026 to 2027 – Southwood, Downs Barn and Germander Park School

Equality objectives relate to the three aims of the public sector equality duty (PSED), which are:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

Equality Objective	What needs to be done?	Who will ensure this is carried out?	How will this be measured?	September 2027 Review	Objective to continue?
1. To ensure the sites are accessible for all visitors.	Disabled routes will be made clear to admin staff and SLT in case of need.	Site Manager, SBM and Headteacher	Disabled route diagrams will be available in the offices.		
2. To understand if any group is being discriminated against, across the schools.	Termly reports to Full Governing Board meetings will include records on incidents of discrimination.	Headteacher and MLT	Records of incidents.		
3. To ensure provision for EAL pupils and families meets their needs.	Newly arrived pupils will have support tailored to their needs. Interventions will be used to support EAL pupils where necessary (e.g. Communication and Language interventions for EY children). Information to parents and carers will be presented to support the needs of our EAL parents and carers as much as possible.	EAL lead teacher and EAL Consultant from MKLA Teachers, LSAs and SENDCO All staff publishing on Class Dojo, or sending ParentMail	Records of support for NA pupils outlining support/Provision Maps. Provision maps. Review of communication sent to parents and carers.		

4. To ensure inclusion is at the heart of our broad and balanced curriculum	All children (where needs can be met safely) access clubs and educational visits. All children have access to an appropriate curriculum (this may be tailored), that covers the full breadth of National Curriculum Subjects (or EYF).	Teachers, LSAs and SENDCOs Teachers, LSAs and SENDCOs	Club and Visit arrangements Provision Maps		
5. To ensure that Life Skills are taught to pupils to support their independence as they grow older.	All children have Life Skills sessions which target aspects that will help them develop into well rounded adults later in life.	All staff	SLT discussions, Life Skills Curriculum		