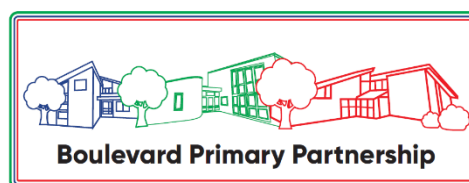


Equality information and objectives policy



Written by:

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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 and senior leaders 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
- › 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 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 annually.

We believe that equality at our school 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 the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Analyse data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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
- Ensuring pupils' views are actively encouraged through the use of pupil surveys, the School Council, learning walks and pupil interviews
- 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
- 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. 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 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 BPP schools actively consider our equality duties and ask ourselves relevant questions throughout the academic year. When planning educational visits and visitors, equal opportunities are always considered and if children are unable to attend due to their needs, alternative experiences will be sought.

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:

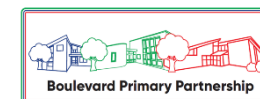
- Accessibility plan
- Risk assessments
- SEN information report
- SEND policy
- Behaviour Policies



Equality Plan 2024 to 2025 – 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 2025 Review	Objective to continue?
1. To ensure the sites are accessible for all visitors.	Toilets will be upgraded to allow disabled access in Southwood School.	Site Manager, SBM and Headteacher	Disabled toilets will be completed.	Disabled access toilets are now available in our SEND Units. Not yet complete	No
	Disabled routes will be made clear to admin staff and SLT in case of need.	Admin and SLT	Disabled route diagrams will be available in the offices.		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 in HT Report to Governors on a termly basis.	Yes, to continue to monitor for trends.
3. To ensure provision for EAL pupils and families meets their needs.	Newly arrived pupils will have support tailored to their needs.	EAL lead teacher and EAL Consultant from MKLA	Records of support for NA pupils outlining support/Provision Maps.	This is in place. The school purchased a day's support from an EAL consultant to deliver CPD regarding supporting communication and language with younger pupils. ?	No
	Interventions will be used to support EAL pupils where necessary (e.g. Communication and Language interventions for EY children).	Teachers, LSAs and SENDCO	Provision maps.		Yes
4. To ensure the school teaching and learning, resources and environment reflect the school's diversity.	The Children's Centre will be approached regarding ESOL courses for parents.	Children's Centre and LAB teams.	Children's Centre records and CPD logs.	Completed, however will need to be updated periodically. Completed, however will need to be regularly reviewed.	No
	Ensure books and resources in the library and classrooms reflect diversity.	Teachers, LSAs and English Lead.	Sharing book collections monitored.		Yes
	Ensure events such as Black History Month, Black Lives Matter and religious events for all faiths are given time and consideration.	Teachers and Year Leads.	Termly SLT discussion.		

	Use role models in assemblies and lessons that reflect diversity.	Headteacher and teachers.	Assembly schedule and LTOs.	This in place and considered when assemblies and lessons planned.	Yes – Germander Park to re-introduce Heroes of the month (or half term)
5. To raise attainment in writing for boys.	Ensure topics and themes are relevant and interesting to boys.	Teachers, English Lead and SLT.	DTGs, pupil interviews and LTOS.	Year 6 attainment in Writing was greatly improved from the previous year and the gap between boys and girls was reduced by 11%. However there is still a gap of 30%.	Yes – to close attainment gap between reading and writing.
	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.	Still to be fully embedded.	Yes
	Ensure interventions, including catch-up sessions include boys where needed.	Teachers, LSAs and SENDCO.	Provision Maps	This is in place	Yes, as gap is still too great.
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.	Teachers, LSAs and SENDCOs	Club and Visit arrangements	This was developed throughout the year for Unit children.	Yes
	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	Provision Maps	The curriculum is in the process of being adapted.	Yes
	All adults have an inclusive mindset.	All staff	SDS and LSA meetings	Definitely in place.	



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.		
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.		
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		
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		

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.		
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		
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		