

Equality information and objectives policy

Bowdon Church School



Sourced from the Key for School Leaders

Approved by **forbes**solicitors.

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Our Vision

"I have come that they might have life and have it in abundance" John 10:10

Loving, learning and growing together

Bowdon Church School aims to provide a nurturing community and rich curriculum to guide children on life's journey. Fostering a love of learning, cultivating spiritual, social, moral and cultural wellbeing, and strengthening them with a growing trust and knowledge of God.

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

Our school aims to promote respect for difference and diversity in accordance with our vision & values, such as love, respect, hope, forgiveness, wisdom & koinonia (community).

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 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.

All staff will receive refresher training annually

The school has a designated member of staff for monitoring equality issues, the Head Teacher.

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
- › 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

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 data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups
- › 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 with classes, and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with where there could be tensions between different groups of pupils within the school. For example, our ethos groups have representatives from different year groups and are 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.

8. Equality objectives

Objective 1

To ensure our curriculum is inclusive of all protected characteristics

Why we have chosen this objective: to enable all pupils to appreciate and value difference and diversity and to themselves feel included within our school community

To achieve this objective we plan to: Our curriculum and our learning is never complete. We continue to develop our practice to address our statutory duty under equality law.

Progress we are making towards this objective:

23/24

Full review of all curriculum areas – considering equality/diversity throughout. Working with external consultants where appropriate.

Review of vision & values for present context.

Engaging with external bodies for enhancement – Show Racism the Red Card, NSPCC, Crucial Crew etc.

Objective 2

To reduce incidents of and act upon incidents of racism, including micro-aggressions

Why we have chosen this objective: The above is experienced in school to some extent and some families experience in the local and wider community in a context predominantly racialised as white. Race work is important and we must all be able to engage in conversations about race with increased levels of self-awareness, understanding and confidence.

To achieve this objective we plan to: Engage in bespoke CPD with Stockport Ethnic Diversity team around being anti-racist as a staff team and within our curriculum, as well as staff attending other CPD they provide specifically around teaching and supporting pupils.

Establish a parental Diversity Forum

Engage in Race work with Integrity Coaching, London

Progress we are making towards this objective:

23/24

CPD with Stockport, curriculum review, open and transparent dealings with racist incidents, better recording via cpoms, teachable moments through PSHE.

Objective 3

To monitor and analyse pupil achievement by race, gender and disability/SEND and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective: As part of our SIP we continue to embed systems to more accurately assess and measure impact for pupils with SEND and as part of this work look to other more significant groups within the school (boys, girls, summer born, ethnicity).

To achieve this objective we plan to: Continue to work on staff literacy with PKS standards for those children who are working significantly below their chronological age. Termly Pupil Progress meetings to look closely at pupils against prior attainment and within groups in classes and wider across the school. Use INSET & staff meetings to revisit Assessment for Learning, Adaptive teaching to continue to work towards effective inclusion of all pupils.

Progress we are making towards this objective:

23/24

As above repeated through the year.

9. Monitoring arrangements

The HT 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 the governing board.

10. Links with other policies

This document links to the following policies:

› [Accessibility plan](#)