



BERSTED GREEN PRIMARY SCHOOL

Equality Information & Objectives

School Improvement priorities: Achieve; Care; Enrich, Enliven and value Enterprise.

Aim to:

- Value and support pupils to, in their day to day lives and learning, demonstrate our core values:
Resilience - Compassion - Responsibility - Respect - Honesty - Perseverance - Collaboration - Communication - Achievement - Flexibility - Creativity - Courage
- enable our pupils to be healthy, stay safe, enjoy and achieve in their learning, make a positive contribution towards achieving economic well-being and being able to make choices about their employment in the future.
- Pupils will make secure progress through appropriate expectations in an interesting, calm and positive learning environment.
- Pupils will behave appropriately and be safe and confident in a range of social and educational settings and situations.

Adopted by the Governing Body on 28th January 2025

Review Date - January 2029

Contents

Introduction.....	2
Legislation and guidance.....	3
Roles and responsibilities.....	3
Eliminating discrimination, harassment and victimisation.....	3
Addressing prejudice and prejudice-based bullying.....	4
Advancing equality of opportunity.....	4
Fostering good relations.....	4
Equality objectives.....	5
Monitoring arrangements.....	6
Links with other policies.....	6

Introduction

Bersted Green Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. The 2010 Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following 7 key principles:

- 1. All students are of equal value**
Whether or not they are disabled, whatever their ability, ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength**
We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships**
We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging**
We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff**
We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- 6. We have the highest expectations of all our children**
We expect that all students can make good progress and achieve to their highest potential.
- 7. We work to raise standards for all students, including the most vulnerable**
We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

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 values of resilience, compassion, responsibility, respect, honesty, perseverance, collaboration, communication, achievement, flexibility, creativity and courage.

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](#).

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.

Eliminating discrimination, harassment and victimisation

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

- As a community school we take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.

- We are aware of the Reasonable Adjustment duty for disabled students and students/staff returning to school after an absence - designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment processes and panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- As a community school our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment.

Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs /difference
- prejudices around race, religion or belief
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

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)
- 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 extra-curricular opportunities)

In fulfilling this aspect of the duty, the school will:

- Review attainment data regularly over each academic year showing how each pupil is performing regardless of different characteristics 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
- Consider further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it.

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students.

- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, and whole school events

Equality objectives

Objective 1:

To narrow the attainment gap in reading, writing and mathematics between disadvantaged pupils and their non-disadvantaged peers by the end of KS2

Why we have chosen this objective:

ARE July 2024	National	BG Y6	Diff	National PP	BG Y6 PP	Diff
Reading	74%	72%	-2%	63%	59%	-4%
Writing	72%	63%	-9%	59%	53%	-6%
Maths	73%	61%	-12%	59%	41%	-18%
GPS	72%	70%	-2%	59%	65%	+6%
RWM	61%	50%	-11%	46%	35%	-11%

To achieve this objective we plan to: Continue to accelerate the progress children make (RARE children - we need to 'R'aise ARE) by identifying and planning for the gaps children have, personalising learning including increasing spoken /verbal English knowledge.

Progress we are making towards this objective: This is a core strand of the 2024-27 pupil premium strategy.

Objective 2:

To promote understanding and respect for differences so that all pupils feel they belong and are included.

Why we have chosen this objective: We have children in the school from an incredibly wide range of backgrounds. Some arrive as refugees and have experienced war for example. We have children with a range of languages, religions, faiths and beliefs. We have children who come from a range of family models - some have disadvantaged backgrounds, children from families who work in a range of professions as well as children from families third generation unemployed. Each child has individual strengths and abilities in different areas of the curriculum.

To achieve this objective we plan to: Create opportunities for children to learn about a wide range of faiths, languages, religions and beliefs and ensure that these are celebrated. This will be achieved through gathering pupil voice so that assemblies and the curriculums for P4C, PSHCE, RE appropriately respond to this feedback.

Progress we are making towards this objective: Case studies show any instances of unkind behaviour are appropriately addressed through restorative conversations and a deeper understanding of each other's strengths and differences. Religious festivals that are celebrated in school (such as Christmas) have been

adapted to include non-religious elements to ensure all children and their families feel included and represented. This has been well received by parents and children.

Objective 3:

To ensure that children who speak English as an Additional Language (EAL) are able to access the full curriculum and are therefore able reach their fulfil their potential

Why we have chosen this objective: 36% of our children speak English as an additional language (this is significantly above the national average of 22.8%). Many of these children join the school in KS2 and some have not attended a school in their own country.

To achieve this objective we plan to: Support the children arriving at school and in learning English; Provide resources to support their learning such as language apps, support from WSCC and translators etc; Utilise the experiences, knowledge and skills they have from their country/in their own language to find aspects of learning where they are talented or are particularly interested; Monitor their learning and track the progress they are making.

Progress we are making towards this objective: Second language assessments have been completed for all but 2 families (Jan 2025). Support for children speaking Dari and Pashto is provided weekly by a native speaker from WSCC EMTAS team.

Objective 4:

To ensure anyone involved in the process of recruiting staff/governors is trained in safer recruiting as well as briefed towards ensuring a fair process, with regard to equal opportunities and non-discrimination, is conducted

Why we have chosen this objective: As a school with a very diverse community, we want every recruitment process to meet the expectation of WSCC HR as a minimum and to be considered a fair process by all applicants.

To achieve this objective we plan to: Ensure safer recruitment training is in place for those involved with recruitment processes; Brief all those involved in any recruitment process; Include a statement in adverts to encourage applications from minority groups; Ask candidates at the end of an interview if they felt the process was fair.

Progress we are making towards this objective: Interviewees attending recent teacher interviews (Nov 24) fed back they felt the process had been fair.

Monitoring arrangements

The headteacher will update the equality information we publish at least every year. This document will be reviewed by the governing body at least every 4 years.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Risk assessments
- SEND policy