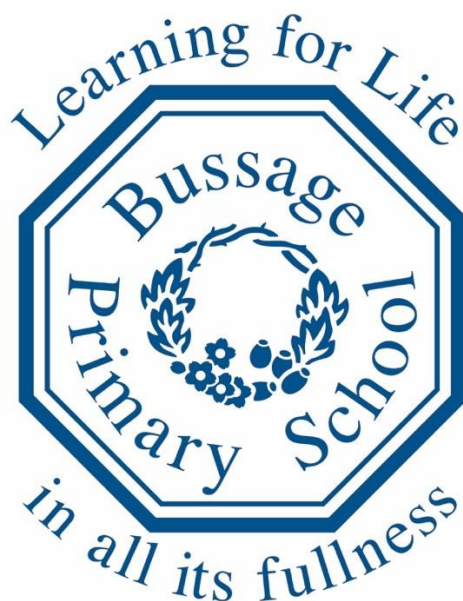


Policy on Equality & Equality objectives



Next review: Summer 2029

Bussage Primary School is a Church of England Voluntary Aided Primary School and this policy is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.

Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by Him.

Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be."

Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

For children to be able to learn effectively and to live life to it fullness they must be safe and secure and they must feel safe and secure. In our school, Child Protection and Safeguarding is always our top priority.

Statutory	Yes
Web-Site	Yes
Owner	Head
Principle Author	Head
Committee	Learning & Development

Delegation and Review	
Max. Permitted	Committee
Determined	Committee
Review	Governors Decide
Frequency	Every four years

Contents

1. Related Policies
2. Mission Statement
3. Mainstreaming Equality into Policy and Practice
4. Equal Opportunities for Staff
5. Equality and the Law
6. Consultation and Involvement
7. Roles and Responsibilities
8. Tackling Discrimination
9. Review of Progress and Impact
10. Publishing the Plan

1. Related Policies

The following school policies relate to this one and should be considered and/or referred to when reading:

Ethos, Vision and Values
Child Protection and Safeguarding
Mental Health and Wellbeing
Acceptable Use (of IT)
Behaviour
Staff and Governor Codes of Conduct
Dignity and Respect (Anti-bullying, Anti-harassment etc)
Complaints
Disciplinary
Grievance
Whistleblowing
Safer Recruitment

2. Mission Statement

At Bussage C of E Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of ethnicity, gender, disability, sexual orientation, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by ethnicity, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Bussage C of E Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. Mainstreaming Equality into Policy and Practice

As well as the specific actions set out in this policy, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;

- Use materials that reflect the diversity of the school, population and local community in terms of ethnicity, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions, suspensions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on ethnicity, sexual orientation, gender, disability or socio-economic factors.

Exclusions or suspensions will always be based on the school's Behaviour Policy. We will closely monitor suspensions/exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, ethnicity, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;

- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

5. Equality and the Law

Every school must comply with the general duty outlined in the Equality Act 2010 and with additional specific duties covered by the Equality Act 2010 (Specific Duties) Regulations 2011.

The action plan at the end of this Equality Plan outlines the actions Bussage C of E Primary School will take to meet the duty detailed below. The school's Special Educational Needs Policy and Accessibility Strategy provides further guidance concerning disability issues.

a. Public Sector Equality Duty

The Public Sector Equality Duty (PSED) was created by the Equality Act 2010 and replaces the ethnicity, disability and gender equality duties. The PSED was developed in order to harmonise the equality duties and to extend it across the (7) protected characteristics.

The duty covers the defined protected characteristics of:

- Age
- Gender
- Disability
- Ethnicity
- Religion or belief
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Sexual orientation

In summary those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The duty to have due regard to the need to eliminate discrimination in the area of employment, also covers marriage and civil partnership.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

b. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion.

Community cohesion encompasses promoting good relations between pupils from different ethnicities, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. **c. Employment Equality**

Section 122 of the Police Act 1997 stipulates that every DBS registered employer is required to treat DBS applicants with a criminal record fairly and to not discriminate automatically on account of a conviction or other supplied information. This is covered fully within the school Safer Recruitment Guidance.

6. Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff CPD / INSET;
- Feedback from the School Parliament, PSHE lessons, whole school pupil surveys
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

7. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on ethnicity, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of ethnicity, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, ethnicity, gender or disability.

- The governing body ensures that no child is discriminated against whilst in our school on account of their ethnicity, sex or disability.

The role of the Headteacher (or senior leader responsible for Equalities)

- It is the Headteacher's role to implement the school's Equality Plan and they are supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on ethnicity, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

8. Tackling Discrimination

Harassment or bullying of any kind including on account of ethnicity, gender, disability or sexual orientation or any of the protected characteristics is unacceptable and is not tolerated within the school environment. (Refer also to our Dignity and Respect Policy and Behaviour Policy).

All staff are expected to deal immediately with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of ethnicity, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘any incident which is perceived to be racist by the victim or any other person’.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s ethnicity, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of ethnicity, gender, disability or sexual orientation.

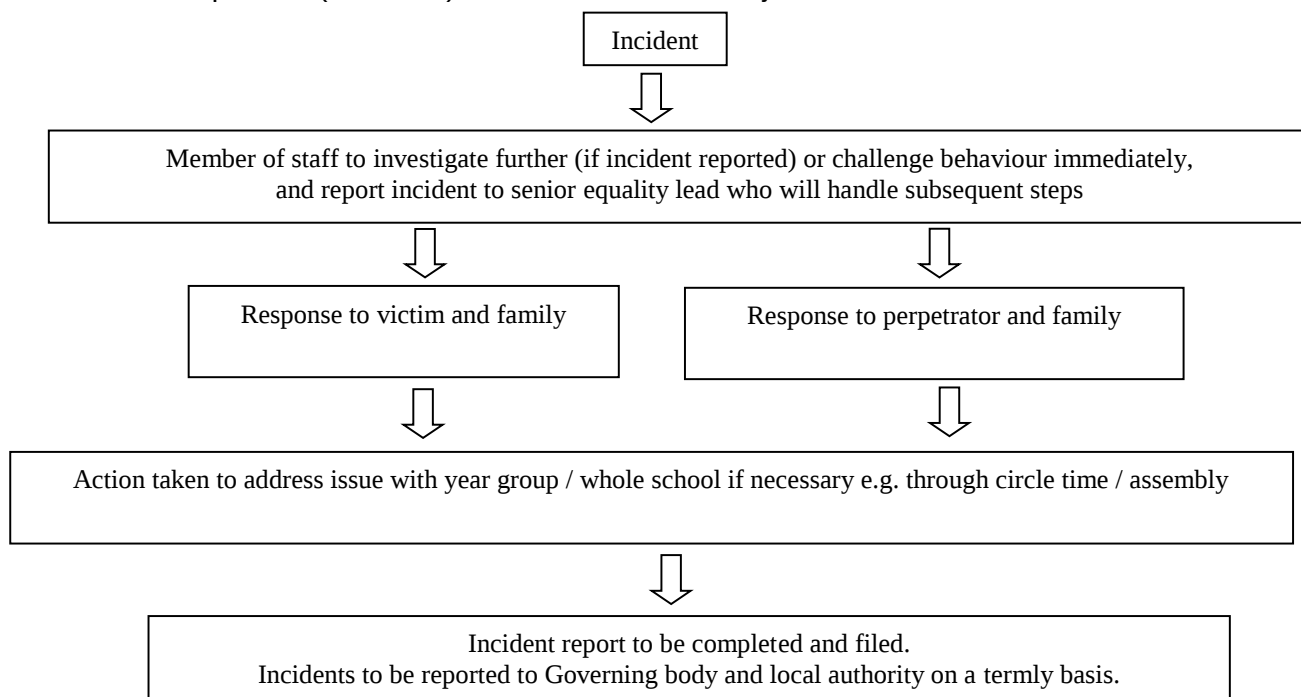
Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Depending on circumstances, actions may be appropriate under the Whistleblowing Guidance (where a person suspects or witnesses discrimination by another), the Disciplinary Policy (where there is a breach of the Staff Code of Conduct) and/or the Complaints Policy (where a person is concerned that the school has not acted to address issues of inequality) in addition to, or in place of, actions taken under this policy.

Action

An outline approach for responding and reporting is below. This may be overtaken by processes set out in other policies (as above) and / or be used in conjunction with them:



9. Review of Progress and Impact

The policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality policy annually and review the entire plan and accompanying action plan on a four year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

10. Publishing the Plan

In order to meet the statutory requirement to publish information demonstrating compliance with the Public Sector Equality Duty, we will:

- Publish this policy on the school website;
- Make sure hard copies are made available on request to the school office.

11. Equality objectives Summer 2025 – 2029 (to be reviewed annually)

- To increase understanding of religious/faith diversity (including people who do not have a faith) and to develop an awareness of the history of religious intolerance in Britain and Europe and to learn to promote tolerance and understanding.
- To address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life
- Ensure effective use of Pupil Premium, closely monitoring its impact on disadvantaged pupils.

Objective	Why we are doing this	Actions
To increase understanding of religious/faith/cultural diversity.	Our SIAMs inspection December 2024 noted one area of development being that our pupils needed to have wider views of world religions. Our school is in an area which is limited in diversity and therefore our children need to have specific learning opportunities planned in for them to be able to develop an understanding in this area.	Implement the new Gloucestershire RE syllabus once it is ready. Ensure all staff are trained in the new resource. Offer opportunities for children to experience other cultures and religions – organise visits out or visitors in to support this.
To empower children to be able to find strategies that work for them to assist in their own good mental health and wellbeing.	Since COVID, there has been a documented profound rise in young people struggling with maintaining good mental health and wellbeing. In order for children to succeed in life it is imperative that they learn ways in which to support themselves when life is more difficult.	Ensure all teachers (and support staff where possible) receive training on mental health and wellbeing. Build in regular use of breathing techniques, mindfulness practices, positive touch and peer massage into daily routine. Participate in world mental health days/weeks. Train up wellbeing ambassadors to help others at break and lunchtimes. Keep an updated website page with information for parents.

		Offer extra-curricular clubs which assist in mental health and wellbeing. Continue to offer ELSA (Emotional Literacy Support Assistant), Talk and Draw and YMM.
To ensure pupil premium is effectively used to bridge the gap between children who are disadvantaged and those who are not.	OFSTED inspections will be looking closely at the impact of learning on disadvantaged pupils, it is essential that we look for all possible routes to enable children to close the gaps in their learning.	Ensure that a clear pupil premium strategy is set out each year. Ensure specific interventions are set to best support children's learning and that these are measured for impact regularly. Ensure all targets are SMART(Specific, Measurable, Achievable, Relevant, Time-bound). Regularly review TA provision against where high needs are within the school. Regularly review finances linked to pupil premium to ensure best use is being made of the money available.