



Basildon CE Primary School

Equality Policy and

Equality Information Report

Date of last review: March 2024

Date of next review: March 2025

Version: 1

Monitoring and Evaluation: The impact of the Equality Policy will be analysed on an annual basis when updating the Equality Information Report and setting the Equality objectives.

The information contained within this policy and the appendix are of equal importance. For relevant information please ensure you review the policy in its entirety.

This policy has been adapted from the West Berkshire Model Equality Policy for Schools.

**The Downland Federation is committed to the safeguarding
and welfare of its students and young people**

- **Status: statutory (Equality Information Report)**
- **Purpose**

At **Basildon CE Primary School**, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation or social-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 are able to participate fully in school life.

The achievement of students will be monitored by race, 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 **Basildon CE Primary School**, we believe that diversity is a strength that should be respected and celebrated by all those who learn, work and visit here.

The purpose of this policy is to show how we are integrating equality into the school's core priorities and functions, which enables us to:

- Demonstrate how promoting equality and eliminating discrimination can help to raise standards.
- Ensure that equality and diversity are part of the school's core business both as a provider of education and as an employer.
- Promote community cohesion and good relations between students and staff of different backgrounds through education.
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

Safeguarding:

Basildon CE Primary School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Consultation and communication:

Students and staff were consulted on the policy when it was created. Students, staff and governors are consulted on the policy and the equality information report objectives when they are updated.

Relationship to other policies:

Anti-bullying, exclusion, SEN, Home School Agreement, attendance, physical Intervention, safeguarding, accessibility plan, medical conditions and intimate care

- **Roles and Responsibilities**

The policy supports our responsibilities in relation to the Public Sector Equality Duty under section 149 of the Equality Act 2010. This states that, in carrying out their functions, public bodies, including schools, are required to have due regard to the need to:-

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

The responsibilities of the Governing Board

- To adopt and monitor the Equality Policy and equality objectives.
- Ensure the school takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
- Support and guide the school to have 'due regard' for equality in all its functions.
- Ensure the school complies with the two 'specific' duties to publish equality information and objectives.
- To designate a named governor with responsibility in this area to ensure that the school eliminates unlawful discrimination and promotes equality of opportunity.

The responsibilities of the Executive Director of Primaries/Director of Primaries

- To implement the school's Equality Policy within the school.
- To provide appropriate training for staff in equal opportunities and diversity and its implications for teaching and learning.
- To ensure all staff are aware of their responsibilities in relation to equality and diversity.
- To ensure that all staff appointment panels give due regard to this Policy in order that no one is discriminated against when it comes to employment, pay, performance management, promotion and training opportunities.
- To promote the principles of equal opportunity and diversity when developing the curriculum, as well as promoting respect for other people in all aspects of the school's work.
- To ensure that due regard is given to the principles of equality and diversity with respect to all school policies.
- To encourage staff to intervene in a positive way against any occurrence of discrimination.
- To treat all reports of incidents of unfair treatment, discrimination, harassment and victimisation with due seriousness.
- To report any serious incidents involving equality and diversity implications to the Governing Board via the termly Head Teacher to Governor report process (ie three times per annum).
- To provide the Governing Board with appropriate data to enable them to monitor equality.

The responsibilities of all staff

- To contribute to the achievement of the school's Equality Objectives.
- To adhere to the school's Equality Policy.
- To ensure that all staff, adults and students are treated fairly, equally and with dignity and respect.
- Not to discriminate against any member of staff, adult or student.

- To take care when selecting classroom materials, paying due regard to the sensitivities of all members of the class and not using resources that are discriminatory in any way. Staff should strive to provide materials that give positive images based on race, gender and disability and challenges stereotypical images.
- To take care when designing long term planning, paying due regard to the choice of topic to study and how to approach sensitive issues.
- To challenge any incidents of prejudice or discrimination and report these to the Head Teacher or Governing Board as appropriate.

The responsibilities of students

- To adhere to the school's Equality Policy within the school premises, when representing the school at off-site events and when travelling to and from school.
- To treat all staff, adults and other students fairly, equally and with dignity and respect.
- Not to discriminate against any member of staff, adult or students. Prohibited behaviour is set out in section 7 below.
- To raise any incidents of prejudice or discrimination and report these to a teacher immediately.

What are the protected characteristics?

The Equality Act 2010 has broadened the groups that are protected to include nine protected characteristics. We all have one or more of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics are:-

- (i) **Age:** where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).
- (ii) **Disability:** a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- (iii) **Gender Reassignment:** the process of transitioning from one gender to another.
- (iv) **Marriage and Civil Partnership:** In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
- (v) **Pregnancy and Maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
- (vi) **Race:** Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- (vii) **Religion or Belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- (viii) **Sex:** A man or a woman.
- (ix) **Sexual Orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

- **How will we make sure reasonable adjustments are made?**

At **Basildon CE Primary School**, we are aware of our duty under the Equality Act 2010 to provide reasonable adjustments for disabled pupils. A disability is defined as a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

We take positive steps to ensure that disabled pupils can fully participate in the education provided by the school and that they can enjoy the other benefits, facilities and services that we provide for pupils. More information on how these reasonable adjustments will be implemented is contained in the SEN information report, accessibility plan, intimate care, medical conditions and behaviour policies.

What behaviours are prohibited under the Equality Act?

Harassment on account of any of the protected characteristics is unacceptable and is not tolerated within the school environment. All staff are expected to deal 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 student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present but should also be passed on to the child's class teacher or, if the incident involves the behaviour of a member of staff, to the Director of Primaries. The class teacher should ensure all incidents are reported to the Director of Primaries who will lead the investigation and ensure appropriate developmental or protective consequences are put in place.

Harassment on grounds of any of the protected characteristics or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incidents include:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation gender reassignment 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 race, disability, gender, sexual orientation or gender reassignment;
- Discriminatory comments in the course of a discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference eg food, music, religion, dress etc;

- Refusal to co-operate with other people on grounds of race, gender, disability, sexual orientation or gender reassignment.

Basildon CE Primary School Equality Information Report

Part One:
Information about the pupil population (2023-24)

Number of pupils on roll at the school: **176**

Information on pupils by protected characteristics:

The Equality Act protects people from discrimination on the basis of 'protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability:

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: **23**

There are pupils at our school with different types of disabilities and these include:

- Social, Emotional and Mental Health
- Speech and Language
- Dyslexia
- Autism Spectrum Condition

Ethnicity:

Categories				
Main Categories	Micro Categories	Boys	Girls	TOTAL
White British	English	79	85	164
	Scottish	0	0	0
	Welsh	0	0	0
	Cornish	0	0	0
White Other	Gypsy / Roma	0	0	0
	Irish	0	0	0
	Albanian	0	0	0
	Serbian/Yugoslavian	0	0	0
	Traveller of Irish heritage	0	0	0
	White Eastern European	0	2	2
	White European	0	0	0
	White Western European	0	0	0
	Other White	3	1	4

Turkish	Turkish	0	0	0
	Turkish Cypriot	0	0	0
Kurdish	Kurdish	0	0	0
Bangladeshi	Bangladeshi	0	0	0
Other Asian & Chinese	African Asian	0	0	0
	Indian	0	0	0
	Kashmiri	0	0	0
	Nepali	0	0	0
	Pakistani: Mirpuri	0	0	0
	Pakistani: Other	0	0	0
	Sri Lankan Sinhalese	0	0	0
	Sri Lankan Tamil	0	0	0
	Chinese	0	0	0
	Hong Kong Chinese	0	0	0
	Malaysian Chinese	0	0	0
	Other Asian Background	0	0	0
Black Caribbean	Black Caribbean	0	0	0
Somali	Somali	0	0	0
Other Black African	Ghanaian	0	0	0
	Nigerian	0	0	0
	Sierra Leonean	0	0	0
	Sudanese	0	0	0
	Other Black African	1	0	1
Black Other	Black European	0	0	0
	Black North American	0	0	0
	Black Other	0	0	0
White & Black Caribbean	White & Black Caribbean	0	2	2
Mixed Ethnicity	White & Black African	1	0	0
	White & Asian	0	1	0
	White & Chinese	0	0	0
	White & Other	0	2	0
	Asian & Chinese	0	0	0
	Asian & Black	0	0	0
	Asian & Other	0	0	0
	Black and Chinese	0	0	0
	Black & Other	0	0	0
	Chinese & Other	0	0	0
	Other Mixed Background	0	0	0
Other	Other	0	0	0
	Arab Other	0	0	0
	Egyptian	0	0	0
	Filipino	0	0	0
	Iranian	0	0	0
	Iraqi	0	0	0

	Japanese	0	0	0
	Korean	0	0	0
	Latin/South/Central America	0	2	2
	Lebanese	0	0	0
	Malay	0	0	0
	Moroccan	0	0	0
	Polynesian	0	0	0
	Thai	0	0	0
	Vietnamese	0	0	0
	Yemini	0	0	0
	Any Other Ethnic Group	0	0	0
Unknown	Unknown	0	0	0
	Refused to Say	1	0	0

Religion and belief:

Buddhist	0	Sikh	0
Christian	79	No religion	89
Hindu	0	Other religion	6
Jewish	0	Unknown	2
Muslim	0		

Information on other groups of pupils

- Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."
- In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income households:

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	2	2	4	2%
Number of pupils on roll who have been eligible for free school meals in the last six years (Pupil Premium applies to this group from September 2012)	2	2	4	2%

Pupil with Special Educational Needs (SEN):

	Number of pupils	Percentage (%) of school population
No Special Education Need	176 (Nursery-Y6)	80.8% (R-Y6) 83.4% (N-Y6)
Special Education Need	29	19.2% (R-Y6) 16.6% (N-Y6)

Pupil with English as an additional language (EAL):

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	0	0	0	0
Number of pupils who are at an early stage of English language acquisition	N/A (no longer recorded)	N/A	N/A	N/A

Looked After Children:

- There are currently no after children in the school

Young Carers:

- Not required to report
- These students would be provided with support appropriate to their needs and wants

Sensitive information on some pupils with protected characteristics:

- Some information in relationship to protected characteristics we regard as sensitive. This includes pregnancy and maternity.
- *Please contact member of teaching staff with responsibility for equality issues mentioned above if you want more information.*
- It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.
- However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Part Two:
Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published **equality objectives**. See Part 5 of this document.

- The progress of our Pupil premium students is in line with all students, and the progress of students with Special Educational Needs is strong relative to all students..
- To develop the school environment and curriculum using a therapeutic thinking approach to ensure all pupils, including those with complex SEN are nurtured and reach their full potential.
- Basildon is a predominantly white British area. We want to increase our children's acceptance of others' identities and their understanding of different communities locally, nationally and globally.

Part Three:
How we have due regard for equality

- The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school. (Schools with over 150 staff may wish to include reference to their Equality duties as an employer throughout Part 3)
- We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act.
- Below is an overview of the main policies and activities that show the school has due regard to the first need of the general duty: 'eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act'
- Record-keeping linked to protected characteristics
 - Prospective employees are asked to submit a monitoring form relating to protected characteristics.
 - Student data is collected on non-sensitive protected characteristics and recorded through SIMS. Achievement and progress data is collected and analysed once a term by group (eg gender, SEN, pupil premium etc).
- Related policies
 - The anti-bullying policy specifically refers to protected characteristics and there is a strong emphasis on safety and feeling safe. The behaviour policy establishes the importance of therapeutic approaches to behaviour, including the understanding of how children with different needs require different types of support. It is summarised for parents in an annual update and is shared with students in assemblies on at least an annual basis.
- Accessibility plan for the disabled
 - This plan is being implemented on an on-going basis.
- Admission arrangements
 - The school follows all fair access procedures as laid down by law.
- Monitoring exclusions
 - Exclusions are monitored on a termly basis by group. This is reported to governors.
- Recording and tackling incidents of harassment
 - Bullying incidents are recorded on CPOMS and reported to governors (as mentioned above). As required by law, all racist incidents are recorded and followed up. Depending on the context and incident there will be educative consequences or a sanction.
- Complaints procedure
 - The school has a complaints procedure, which is available on the school website.
- Non-discriminatory employment practice
 - The school uses person and job specs to identify potential recruits. During interview, a graded criteria referencing system is used to ensure that extraneous matters are not brought into the recruitment process. Questions used in interview avoid drawing out information which may pander to bias or prejudice. Disabled candidates are guaranteed an interview if they meet the job and person spec.

- The school follows employment law in terms of allowing staff with children under 18 to take time to look after their children if required. Staff are also paid for the first day of absence for child-care providing they have not exhausted the 5 discretionary days a year which the head can grant in special circumstances.
- Where possible, staff who are carers are supported with part-time working and flexible time when required to help them with their duties.
- Staff with disabilities have also been given at least reasonable adjustment to enable them to do their job. For example, a rest room was made available for the sole use of one member of staff; work hours were reduced and re-organised for another. Staff returning from long term illnesses have benefited from phased returns sometimes with double staffing to enable them to ensure a successful transition back into the workplace.
- Staff and pupil codes of conduct
 - Both staff and pupil codes of conduct emphasise respect and fairness. The staff code specifically mentions equality.

Further Information on Groups with Protected Characteristics

Disability

Summary information:

- Children with disabilities, overall, achieve less well than children without a disability, however their progress is generally strong over time. They are also participants in trips, visits and clubs.
- An extremely detailed summary of the support provided to students with disability and/or special educational needs is provided on the school's website, in the SEN Information Report (school offer)

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Surveying students and parents with disability to gain up to date information about their concerns.
- Continuing to monitor the performance of disabled pupils.
- Analysing bullying data.
- Updating staff and governor training on the duty of equality, through induction process and governor meetings.

Foster good relations and community cohesion by:

- Providing a graded response to bullying and prejudice-related incidents. As a general rule, we manage these incidents both through implementing appropriate consequence but also through education out students.. However, this is a generalisation and individual cases are considered according to their particular characteristics.

Curriculum Coverage of Bullying/Prejudice:

- The school's PSHE and Citizenship programme is comprehensive and has been updated to meet September 2020 statutory requirements
- Teachers make regular use of PSHE lessons to address issues promptly
- Our teachers use the No Outsiders in Our School's resources to actively teach aspects of the Equality Act.
- Links with our federated schools, The Downs, Beedon and Compton provide a number of opportunities for our pupils to work with other children from our federated schools. These opportunities are growing.

What has been the impact of our activities? What do we plan to do next?

- In general, there have been very positive outcomes for students with disabilities. For example, students with extreme (Autistic Spectrum Disorder) ASD have been integrated successfully into the school and have done very well. There are examples of students who have left other schools due to bullying because of disabilities who have settled very happily into Basildon, achieving academic and social success. However, there is no room for complacency.
- The Accessibility plan includes a number of provisions that are in the process of being implemented.

Ethnicity and race (including English As An Additional Language learners)

Summary information:

- Bullying and racial incidents are rare, however they do happen.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Continuing to monitor the achievement and performance of minority ethnic groups should we have pupils from these groups join our school.
- Continuing to work on students' understanding of the unacceptability of racist comments through the personal development programme, through assemblies and through the curriculum in general.

Foster good relations and community cohesion by:

- Valuing cultural diversity (see disability section above). See also section on Religion and Belief below.
- Embedding the No Outsiders resources into our curriculum offer
- Explicit teaching of the core British Values and our core Christian values through our assembly program.

What has been the impact of our activities? What do we plan to do next?

- Staff are very clear about the seriousness of racist attitudes and behaviour and challenge and any examples of this.

- The overwhelming majority of students understand the seriousness of racist attitudes and behaviour. Racist incidents are very rare. All racist incidents are recorded in the racist incident log on CPOMS.
- Opportunities to introduce our children to more ethnically diverse communities and people from different religious backgrounds are planned within our curriculum and have been attempted in the past. This work needs to be built upon and made consistently part of our school life.

Gender

Summary information:

- Girls tend to make more progress than boys, especially with writing.
- Boys and girls are both successfully involved in leadership activities in the school. Boys and girls are equally involved in extracurricular activities, trips and visits.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Monitoring the performance of boys and girls on a termly basis and put interventions in place for underachievement. Certificates are used to recognise achievement.
- Monitoring the involvement of both boys and girls in leadership opportunities within the school, in sports, trips, visits and other extra-curricular activities.
- Ensuring there is no sexual bullying and that all understand the implications of this sort of behaviour.
- Advancing positive role models of both men and women through curriculum coverage and through the make-up of middle and senior leaders across the federation.
- Providing a broad and balanced curriculum which provides opportunities for a diverse range of learners to achieve.
- Ensuring there is regular consideration of the kinds of curriculum topics and approaches which will appeal to the different genders, in order to ensure engagement.
- Ensuring the book stock in school is representative of characters of different genders.

Foster good relations and community cohesion by:

- Providing a strong school council which has good gender representation.
- Providing high quality teaching and learning and curriculum which enables all to succeed.
- Providing a strong pastoral support system which ensures that students' concerns can be listened to.

What has been the impact of our activities? What do we plan to do next?

- In general, students' outcomes are impacted as much by prior attainment as by gender. There is good involvement of both boys and girls in school leadership. Behaviour and engagement are generally good.
- The school improvement plan supports boys to make better progress in writing.
- Continue to focus on anti-bullying including delivery of an assembly programme on equality and fairness
- Ensure curriculum resources promote both male and female role models

Gender reassignment

Summary information:

- We are not aware of any instances in which a pupil, parent or member of staff has reassigned their gender
- However, because of our commitment to eliminate discrimination, advance equality of opportunity and foster good relations, means we have actively supported the people listed above to ensure they do not experience discrimination
- Our approach currently is to ensure that no prejudice is displayed towards people in this bracket and by an increased openness of approach, hope that staff and students who are experiencing difficulties or who wish to be known are more confident in communicating this information.

We are committed to ensuring that pupils and staff who are undergoing gender reassignment are protected from discrimination and harassment. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity and foster good relations by:

- Teaching pupils to treat others the way they would like to be treated.
- Ensuring that the school's values of inclusion and fairness pervade our approach in all that we do.

What has been the impact of our activities? What do we plan to do next?

- Assemblies/PSHE Lessons to address the issue should it arise.
- Use the age appropriate No Outsiders resources to support our teaching.

Pregnancy and maternity

Summary information:

- A policy and risk assessment is in place to support maternity leave and return.

Religion and belief

Summary information:

- Basildon CE Primary School is a Church of England which welcomes pupils of all beliefs and none. Although predominantly Christian, students adhere to the Collective Worship policy in conjunction with Education act of 1988 and in RE through the Education Act of 2002.
- All children and staff are free to practice their religion and belief.
- All students and staff are encouraged to treat other religions with mutual respect and tolerance, in accordance with the British values.

We are committed to working for the equality of all people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- The school mission which is based on Christian moral values which promote the acceptance of and valuing of everyone
- Fieldwork and regular visits in the village have resulted in greater understanding of the local environment and history of our local area
- Regular visits to the local church and to other places of worship.
- Curriculum talks from visitors to help improve children's understanding of different faiths
- PSHE and RE curriculum opportunities for children to develop their understanding of the wider world and other religions
- Teachers ensuring that they have up to date knowledge of common religious practices of the children in their class

Foster good relations and community cohesion by:

- As above

What has been the impact of our activities? What do we plan to do next?

- Visitors, parents and pupils often comment on the welcoming, supportive and inclusive atmosphere of the school.
- The school is tolerant and informed about different religions.

Sexual orientation

Summary information:

We are aware from research and engagement that:

- Homophobic bullying is commonplace in British schools.
- Even if gay pupils are not directly experiencing bullying, they are learning in an environment where homophobic language and comments are commonplace.

We are committed to combating discrimination faced by pupils and staff who are lesbian, gay, bisexual and transgendered (LGBTQ+). To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Providing a clear message that discrimination or harassment is unacceptable and that all have equal rights to access respect, education and success, through assemblies, curriculum messages and response to behaviour incidents.
- Adopting a firm educative rather than sanction-led approach to these issues in the first instance, and ensuring that parents are aware of their children are behaving in discriminatory ways and why this is not acceptable.

Foster good relations and community cohesion by:

- Ensuring that students understand the real consequences of discriminatory and ignorant harassment of people who experience problems with their sexuality
- Ensuring the books used in our curriculum represent different family set ups and characters of different sexuality

What has been the impact of our activities? What do we plan to do next?

- Staff and students are clearer that homophobic insults such as 'gay' are not acceptable.
- This message needs to be continually reinforced through PSHE, assemblies and the manner in which members of staff model non-discriminatory behaviour.

Age (in relation to staff only)

Summary information and data:

- The age profile of the staff comprehensively covers staff in their early twenties to staff of pensionable age.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Eliminate unlawful discrimination by:

- Ensuring that recruitment processes are based on merit (see first section regarding these processes).

What has been the impact of our activities? What do we plan to do next?

- The school has a staff profile which covers all age bands.

Part Four:
Consultation and engagement

We aim to engage with and consult with students, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Surveys of parents and students regarding disability issues.
- Regular surveys of students, staff and parents.
- Student council.
- Open door policy for parents to share concerns, raise issues or share what is going well.
- Complaint policy and procedure from parents

Part Five:

Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

Increase our children's acceptance of others' identities and their understanding of different communities locally, nationally and globally.

- This is being achieved by:
 - Embedding the "No outsiders: everyone different, everyone welcome lessons" within our PSHE curriculum and assembly program.
 - Ensuring that we have books in school which can be used to support messages of diversity and inclusion
 - Planning educational visits which build cultural capital and support tolerance and understanding of different faiths and communities.
 - Mapping how we embrace diversity across our curriculum

Equality Objective 2:

Improve the progress and attainment of SEN pupils in receipt of PPG funding by the end of KS2.

- This is being achieved by:
 - Creating support plans identifying the strengths and needs of all pupils to allow us to take steps to include them in a range of aspirational activities
 - Providing targeted intervention to support phonics, spelling and grammar skills
 - Making use of PPG funding to close the gap in spelling and handwriting skills and to support with enrichment activities to raise aspiration – music lesson, sports coaching

Equality Objective 3:

To develop the school environment and curriculum using a therapeutic thinking approach to ensure all pupils, including those with SEN to ensure they are nurtured and reach their full potential.

- This is being achieved by:
 - Embedding our behaviour approach which is rooted in therapeutic thinking and restorative practice
 - Refining the school curriculum to ensure it is practical and inspiring and provides challenge to all learners
 - Using metacognitive and self-reflection strategies to enable children to take ownership of learning
 - Promoting oracy across the curriculum to enable children to work well in groups