

# Bengeo Primary School

## Equality information and objectives



<b>Equality information and objectives</b>	Committee: Resources
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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 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

### 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
- 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

The designated member of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every year to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 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 (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 school societies)

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

- › Analyse the data relating to pupils with different characteristics to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- › 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 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
- › 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.

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

## 8. Equality objectives

### Objective 1

#### **Engage with recruitment strategies to increase the number of staff from Black, Asian and racially minoritised groups**

Why we have chosen this objective:

The school currently employ staff from a predominantly white British background. The children would benefit from being taught by a more racially diverse staff. Children should have opportunity to be taught by adults who look like them. 12% of children at Bengeo School are BAME, including white other. The staff body is exclusively ethnically white.

To achieve this objective we plan to:

- Visit the new section on the TeachinHerts website on increasing diversity.
- Engage in new strategies such as unconscious bias training, anonymised forms,
- Consider using Black, Asian and racially minoritised recruiters and advertising companies in order to diversify the staff workforce.
- Look for opportunities to reach out to student teachers where there may be more students who are from Black, Asian or racially minoritised groups

Progress we are making towards this objective:

- Include statement supporting recruitment of more diverse staff in all adverts
- Headteacher and HR staff have read the section on TeachinHerts website about increasing diversity
- Unconscious bias and Racial equality training for all staff.

### Objective 2

## **Leadership within the school should engage with training on anti-racism, race equity, decolonisation, unconscious bias etc**

Why we have chosen this objective:

We recognise the importance of ensuring that staff are confident and skilled to deal with issues relating to race equity.

To achieve this objective we plan to:

- Start with the HfL Race Equity/Anti-Racist self-evaluation tool OR the NEU Anti-Racist Framework in order to develop a clear strategy.
- Review the resources on Lit in Colour Primary Teacher's Toolkit
- Seek out advice from external organisations and HfL advisers if there are concerns about cultural appropriation/potential offence
- Reference to guidance available on the History Association website on teaching sensitive topics.

Progress we are making towards this objective:

- Taking a decolonized approach to topics
- All classes read and responded to David Olusoga's Black and British
- Monitoring any incidents listed as Racist on CPOMs
- Headteacher has an MA in Education Leadership and wrote her dissertation on diversity in schools

## **Objective 3**

### **Prior to staff training, leadership should consider auditing staff and governors' current knowledge. Following this, create CPD opportunities for all to increase their knowledge and understanding about racial equity, anti-racism, inclusion etc**

Why we have chosen this objective:

In order to ensure that all stakeholders have increased knowledge and understanding about racial equality.

To achieve this objective we plan to:

- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.
- Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Progress we are making towards this objective:

- Safer recruitment training completed

## **Objective 4**

### **Develop a planned educational programme for all students where they are explicitly taught about race, discrimination and prejudice**

Why we have chosen this objective:

We are keen to ensure that all students have a voice and are able to recognise and put an end to discrimination and prejudice.

To achieve this objective we plan to:

- Create an appropriate series of lessons on discrimination and prejudice. This could be incorporated into the PSHE programme. Suggested resources: 'My Skin, Your Skin' by Laura Henry-Allain MBE and 'Race Cars' by Jenny Devenny as well as resources such as Sesame workshop.
- Consult with staff, parents and governors to ensure materials, resources and policies are appropriate and valued.

Progress we are making towards this objective:

- Annual participation in learning in Black History Month.
- Talking about diversity as part of PSHE lessons.
- Ensure diversity is considered across the curriculum.

## Objective 5

### **Review and improve the existing curriculum, resources and texts to make them more racially diverse, inclusive and representative**

Why we have chosen this objective:

To ensure that we have a diverse and inclusive curriculum.

To achieve this objective we plan to:

- Identify appropriate staff to develop specific subjects/areas in the curriculum. Provide time for those responsible to bring about the necessary changes.
- Support the History Lead with existing curriculum materials such as those from the Hackney Diverse Curriculum and The History Association, as well as BBC Bitesize.
- Create a working group amongst staff, parents and governors to support racial and ethnic representation and embedding within the curriculum.
- Ensure staff consider context when teaching about potentially difficult topics e.g. avoid harm, provide time for discussion, consider a range of perspectives. In an age-appropriate fashion, address potentially stereotypical depictions such as in 'Handa's Surprise'.

Progress we are making towards this objective:

- Purchase a range of fiction and non-fiction books for KS2 pupils written by or about people from BAME backgrounds; particularly those that reflect a British BAME experience.
- Audit the curriculum in order to fully embed racial diversity and representation into our existing schemes of work
- Represent a range of Black, Asian and minority ethnic achievers throughout the school which relate to current units being taught
- Provide time for the art lead to cascade work on increasing racial diversity to staff. This work will support staff who are uncertain/nervous about making changes.

## 9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by Resources committee of the governing board.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment