

Equality & Diversity Policy

May 2025

Bushmead Primary School



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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, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

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

Our school aims to promote respect for difference and diversity in accordance with our values.

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

3.1 The governing body 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 they are reviewed and updated at least once every four years.
- 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.

3.2 The equality link governor will be identified:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing body regarding any issues.

3.3 The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils. Monitor success in achieving the objectives and report back to governors.
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics.
- The designated member of staff for equality is Emma Perry and she will:
 - Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
 - Meet with the equality link governor to raise and discuss any issues.
 - Support the headteacher in identifying any staff training needs, and deliver training as necessary.

3.4 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 Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

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 which 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 (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 attainment data showing how pupils with different characteristics (e.g. SEND, EAL, gender and Pupil Premium) are performing to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.

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 friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in religion and world views, citizenship and personal, social, health and economic (PSHE) education and 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 foster good relations and remove potential 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.

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.
- Have equivalent facilities for boys and girls.

8. Equality objectives

Objective 1: Our leaders, staff and pupils create a positive environment in which bullying isn't tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and aren't allowed to spread.

We have chosen this objective because we want to ensure that:

- Staff to feel empowered and are proactive in their approach to Equality and Diversity.
- There is a culture throughout the school community where the equality duty is embraced and everyone aims to eliminate discrimination, advance equality of opportunity and foster good relations between all groups.

To achieve this objective, we plan to:

- Relationship education: evidence of supporting pupils to know and understand how to respect each other and adults.
- Behaviour logs: bullying logs (My Concern).
- Case studies: evidence of bullying incidents and the impact of your intervention.

Objective 2: There's demonstrable improvement in the behaviour and attendance of our pupils who have particular needs.

We have chosen this objective because approximately % of pupils at Bushmead Primary School have PP and there are existing attainment and progress gaps between PP pupils and their peers nationally, and we want to ensure that:

- The gap between PP children at Bushmead Primary School and their peers nationally for combined RWM is reduced.

To achieve this objective we plan to:

- Pupil Premium interventions, including effective use of Pupil Progress Meetings and targeted investment in staff CPD.

Objective 3: Rigorously eliminate any discrimination and promote the equality of opportunity for pupils with SEND.

We have chosen this objective because there are a number of pupils with complex SEND who require specialist support, against a backdrop increased demand on Local Authority support and diminishing school budgets, and we want to ensure that:

- SEND pupils achieve exceptionally well and make good progress from their starting points.
- SEND pupils access the support they require to promote inclusion and are able to engage in the curriculum fully without discrimination.

To achieve this objective we plan to ensure:

- Assess Plan Do Reviews (APDR's) are being used effectively and consistently.
- The curriculum is designed and delivered in a way that is inclusive of SEND pupils and supports their needs.
- Support staff is being used effectively and the impact on SEND pupils' learning is evidenced.

9. Monitoring arrangements

This document will be approved by the FGB annually.

10. Links with other policies

This document links to the following policies:

- Accessibility Policy and Plan.
- SEND Policy and Information Report.
- Anti-Bullying Policy.
- Mental Health and Wellbeing.
- Behaviour Policy.

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