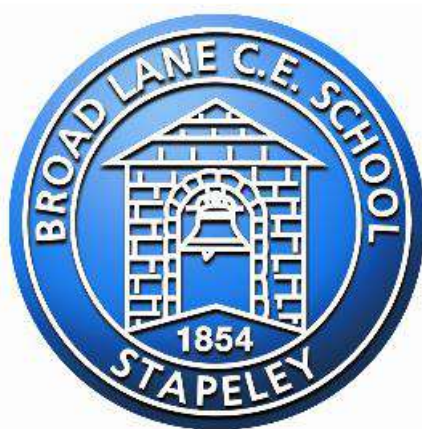


Stapeley Broad Lane CE Primary School



Equality information and objectives

Approved by:

Date: March 2024

Last reviewed on:

March 2024

Next review due by:

March 2025

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Roles and responsibilities.....	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	4
7. Equality considerations in decision-making.....	4
8. Equality objectives	4
9. Monitoring arrangements.....	4

1. Aims

Our school aims to meet its obligations under the public sector equality duty 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](#).

This document also complies with our funding agreement and articles of association.

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 equality link governor is Sarah Renshaw. She will:

- › Meet with the designated member of staff for equality every term, 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 board regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives amongst staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The senior leadership team will:

- › Support the headteacher 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

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 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

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

- › Publish attainment data each academic year showing how pupils with different characteristics are performing (where this doesn't identify individual pupils)
- › Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available when identifying improvements for specific groups
- › 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.
- › 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, where appropriate.
- › 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
- › 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
- › Includes all pupils, especially those eligible for the Pupil Premium funding grant

8. Equality objectives

Objective 1 – Teaching and Learning

Educate pupils about diversity, discrimination and prejudice to promote an improved understanding of community cohesion.

Increase pupils' understanding of diversity and equality through our teaching across the curriculum and as part of our PHSE and RSE curriculums.

Audit our school resources to ensure that they reflect the diversity of modern Britain and the wider world.

Objective 2 – Pupils' Achievement

Strive for all pupils regardless of ethnicity, age, gender and ability to make the best progress possible in all aspects of their learning enabling them to achieve the highest possible standards.

Objective 3 – Leadership & Management

Ensure the appointment of staff continues to be in line with equal opportunities legislation and is reflective of the demographics of our local community.

To continually consider how well the school ensures equality of opportunity for all pupils within a positive, inclusive environment.

To ensure all new and existing policies and procedures take account of our commitment to equality

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.
This document will be reviewed by the senior leadership team at least every 4 years.
This document will be approved by governing board.

Appendix 1 – Equality Act 2010 and Protected Characteristics

Sex discrimination

Under The Equality Act 2010, direct sex discrimination is where A treats B less favourably than A treats others, or would treat others, if the reason for the less-favourable treatment is B's sex or because B is breast-feeding. Women are, however, entitled to special treatment in connection with pregnancy, maternity or breast-feeding. Sex discrimination is generally unlawful in schools. It covers recruitment policies, dismissals and redundancies, fringe benefits and other non-contractual matters and requires that women and men should be treated equally. The Sex Discrimination Act 1986 removes differential compulsory retirement ages for women and men.

Gender reassignment discrimination

The Equality 2010 Act reminds us that gender reassignment is a process and not an event. Discrimination in connection with the provision of education on grounds of past, present or proposed gender reassignment is generally unlawful.

Sexual orientation discrimination

Discrimination in connection with the provision of education on grounds of sexual orientation is generally unlawful under the provisions of The Equality Act 2010.

Race discrimination

Race as defined in The Equality Act 2010 includes colour, nationality and ethnic or national origins. Race is essentially a group characteristic, but one racial group can be part of a larger racial group. Discrimination in connection with provision of education on grounds of race is generally unlawful under the Act.

Note: Race Relations Act 1976 The Act makes it illegal to discriminate in recruitment, promotion, training and transfer, terms and conditions of employment or dismissal on grounds of colour, race, nationality or ethnic or national origins. Discrimination may be direct or indirect (see below). Where persons of a particular racial group are under-represented, either generally or in a section of the workforce, the Act enables employers to advertise vacancies in such a way as to encourage applications from persons of that racial group.

Race equality

The amendments to the Act give schools a statutory general duty to promote race equality and eliminate unlawful racial discrimination. All schools are required to have a written race equality policy in place.

Religion or belief discrimination

Education is rife with discrimination on grounds of religion or belief and most of that discrimination is perfectly lawful. In The Equality Act 2010, religion means any religion and reference to religion includes a reference to a lack of religion. Similarly, belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief. The trigger sections in The Equality Act 2010 for unlawful discrimination on grounds of religion or belief in schools are admissions and victimisation of pupils and for conduct of parents. The most important exceptions to The Equality Act 2010 are:

- If the school has a religious character or a registered religious ethos;
- Acts of worship and religious observances at all schools are exempted from the general prohibition of discrimination on grounds of religion or belief if the worship or observance is organised by, or for, the school, whether or not part of the curriculum.

Age discrimination

Age discrimination would be a difficult area for local authorities and for all kinds of schools, which have long-arranged classes and phases by chronological age more than by ability or achievement. However, age discrimination in schools and in local authority provision of schools is not restricted by The Equality Act 2010.

Marriage and civil partnership discrimination

Discrimination relating to marriage or civil partnership is not restricted in the provision of education in schools by The Equality Act 2010. Note: further consideration should be given to this area as it relates to employment law.

Disability discrimination

There is a general requirement in The Equality Act 2010 to make reasonable adjustments for those with disabilities and a more specific requirement to do so in the field of education. Special educational needs are also relevant to this area of discrimination.

Accessibility for disabled pupils

The Equality Act 2010 requires local authorities in England and Wales to improve their schools and to improve the ways in which disabled pupils can access their school's pupil information and their school's curriculum. There must be a written accessibility strategy after due consultation and that strategy must be implemented within a reasonable time. Inspectors at independent schools will ask to see the accessibility plans and there is a further enforcement regime under which complaints may be made and directions given. Enforcement of The Equality Act 2010 relating to disability in schools is possible through: school admission appeals; school exclusion appeals; application to the First-tier Tribunal (in England) or the SEN Tribunal for Wales. Complaints about discrimination in maintained schools and academies may be made to the Secretary of State, seeking action by use of powers concerning unreasonable exercise of functions. A school governing body must publish information in their annual report about arrangements for disabled pupils.

Employment Equality Regulations

It is unlawful to discriminate on the grounds of sexual orientation as it relates to employment or vocational training of individuals. Sexual orientation is defined as sexual orientation towards persons of the same sex and/or towards persons of the opposite sex. The Employment Equality (Religion or Belief) Regulations 2003 make it unlawful to discriminate on the grounds of religion or similar belief in employment and vocational training. Religion or belief is defined as meaning any religion; religious belief or similar philosophical belief. The legislation gives protection against direct and indirect discrimination, harassment and victimisation and applies throughout the employment relationship, including recruitment and dismissal.

Direct and indirect discrimination

Direct discrimination is always unlawful (with the exception of genuine occupational requirements – see below). Direct discrimination occurs when a person is treated less favourably than others in the same circumstances because of their sex, sexual orientation, religion or belief, or on racial grounds. Indirect discrimination can occur when a condition or requirement is applied equally but is such that the proportion of members of one sex, racial group etc. who can meet it is considerably smaller than the proportion of members of the other sex or other racial groups. Indirect discrimination is unlawful unless the person imposing the condition can show that it is justified, irrespective of the sex or race of the person to whom it is applied.

Genuine occupational requirement

Discrimination is permitted in cases where a person's sex, race, religion or sexual orientation is a genuine occupational requirement for the job. Examples from the sex discrimination legislation are where a job had to be held by a man and not a woman or vice versa to preserve decency or privacy, such as where the job involved visiting changing rooms while they are in use. Further exemptions relate to single sex sport. In race discrimination law, provision of childcare or similar service promoting a particular racial group's welfare may be more effectively provided by someone of that race. It may then be permissible to specify that race as a genuine occupational requirement.

Equal pay

The Equal Pay Act 1970 requires that women are paid the same as men if they are employed to do the same work or work that is of equal value. Governing bodies should ensure that this requirement is complied with when making decisions about pay. The Equal Opportunities Commission has issued a code of practice on equal pay in order to provide practical guidance on how to ensure pay is determined without sex discrimination.

Part-time workers

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 give the right to part-time workers not to be discriminated against in comparison with comparable full-time workers, unless the employer has objective justification. Where appropriate the principle of 'pro rata' treatment should apply. An example of less favourable treatment would be the automatic selection of part-timers first in a redundancy selection exercise. The school would almost certainly find it impossible to justify this. These regulations apply both to women and men part-time workers. Additionally, as the large majority of part-time workers are women, detrimental treatment of part-timers is also likely to be indirect sex discrimination.

Complaints

In relation to complaints in the employment context, the local authority or the governing body (whichever is treated as the employer for the purposes of the Acts) may be legally responsible for the discriminatory acts against employees or applicants for jobs – including acts carried out by the head teacher or other members of staff. Such cases can be taken to an employment tribunal. Discrimination complaints involving issues such as the admission of, or equal opportunities for, pupils can be considered by the Secretary of State or by a county court.

Disability discrimination

Under The Disability Discrimination Act 1995 (DDA), employers, including local authorities and governing bodies, must not discriminate against disabled people applying for jobs, or against existing disabled staff. For these purposes, a person has a disability if they have a physical or mental impairment which had a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The definition is wide. It is unlawful discrimination for an employer to treat a person less favourably than others for a reason relating to disability unless the treatment can be justified by the employer. The 1995 Act imposes a duty on employers to make reasonable adjustments if the premises or employment arrangements substantially disadvantage a disabled person compared with a non-disabled person. Examples might be installation of a ramp for an employee who uses a wheelchair, having staff notices in large print etc. Whether or not a particular adjustment is reasonable depends on a number of factors such as cost, practicability and effectiveness. Failure to discharge this duty will constitute discrimination unless the employer can justify their action. Complaints about disability discrimination can be heard by an employment tribunal (if related to an employment matter) or a county court (if they concern supply of goods, facilities or services).

The Rehabilitation of Offenders Act 1974

This Act provides that if a convicted person completes a specified period without being convicted of further offences then the conviction can be held to be 'spent'. Accordingly, these sentences do not have to be revealed and should not be used as a means of excluding people from employment or promotion. The important feature of this legislation is that certain occupations are not within the scope of this Act, for example, a job which involved substantial access to children under 18 years of age. In the cases of these 'exempt employments', all convictions whether spent or not can be taken into account. The Criminal Records Bureau handles disclosures of this data prior to appointment being made.

Discrimination, victimisation and harassment

(See Appendix A for further information and definitions of discrimination, victimisation and harassment.) Complaints relating to these matters must be dealt with promptly and investigated using the appropriate procedure, e.g. disciplinary procedure, anti-harassment policy and procedure. Who is the employer and who is responsible? Where the school is a community school the local education authority is the employer of all staff. However, while the governing body of a school have a delegated budget, they have powers over the appointment, suspension, discipline and dismissal of staff, even if the local authority are technically the employer of the school staff. Accordingly, where complaints are made about sex, race or disability discrimination concerning the exercise

Appendix 2 - Analysis of the school's pupil characteristics

Information about the Diversity of the School Population 2023-24

Overview

In accordance with The Equality Act 2010, Stapeley Broad Lane CE Primary School aims to meet the needs of the whole range of pupils and protects people from discrimination, with particular attention to those with **protected characteristics**, ie age, race, gender, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion and faith.

Disability, Care Plans and special educational needs

Disabilities

Number of pupils with disabilities: 2

Care Plans

Number of pupils with a Care Plan: 21 (includes 14 pupils with a care plan for asthma)

Special Educational Needs (SEN) Provision

Education Health & Care Plan (EHCP): 5 (2.1%)

SEN Support: 26 (11.1%)

Ethnicity

White British/English	208	Black Nigerian	2
White & Black Caribbean	6	Italian	0
Any Other White background	5	White & Asian	1
Any other mixed background	2	White & Black African	1
Indian	3	White (other)	1
Black African	1	Pakistani	1

Gender

Male 53.6%	Female 46.4%
------------	--------------

Term of Birth

Autumn - 78 pupils (33.3%)	Spring – 44 pupils (18.8%)	Summer – 111 pupils (47.4%)
----------------------------	----------------------------	-----------------------------

Religion and Belief

Christian	93 (37.2%)
Catholic	3 (1.2%)
Hindu	3 (1.2%)

Other religion/Faith	1 (0.4%)
No religion	43 (17.2%)
Information not provided	1 (0.4%)

The Public Sector Equality Duty

What we do to Eliminate Discrimination, Harassment and Victimisation

- We are aware of the requirements of the Equality Act 2010, that it is unlawful to discriminate or treat some people less fairly.
- We aim to keep an accurate record of the protected characteristics of our pupils and employees.
- We have a school anti-bullying policy with a focus on mutual respect, good relations, an absence of prejudice-related bullying, including discriminatory and offensive language.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include: cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We have a Special Educational Needs Policy that outlines the provision the school makes for pupils with special educational needs.
- Our admission arrangements give priority to looked after children or children previously looked after.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We will ensure that the wider school curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school.
- We will promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs.
- We will use images and materials which positively reflect a range of cultures, identities and lifestyles.

What we do to Advance Equality of Opportunity

- We support disabled learners by meeting their individual needs.
- We make adjustments where possible to ensure disabled pupils are not put at a disadvantage compared to other pupils.

Other Vulnerable Groups

Number of pupils from low-income backgrounds (eligible for free school meals): 6 (2.5%)

Looked after children: 0 Children previously looked after: 1

- We will collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- We will use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- We will identify the particular needs of individuals and groups within the school and use targeted interventions to narrow gaps in achievement.

What we do to Foster Good Relations between Different Groups

- We prepare children for life in a diverse society in which they are able to see their place in the local, regional, national and international community.
- We will provide a learning environment where all individuals feel a sense of belonging.
- We include and value the contribution of all families to our understanding of equality and diversity.
- We will ensure inclusion runs through all our activities.
- We will involve stakeholders in the development, review, evaluation, and impact assessment of relevant improvement plans, policies and procedures.
- We will involve parents in understanding how they may help their children at home.
- We will provide a curriculum which supports the spiritual, moral, social and cultural (SMSC) development of pupils, celebrating differences and diversity.
- We will promote the fundamental British values of:
 - democracy.
 - the rule of law.
 - individual liberty.
 - mutual respect for & tolerance of those with different faiths and beliefs, and for those without