



Bracebridge Infant and Nursery School

Policy	Equality Information, Discrimination and Objectives
Revision number	2
Date originally adopted	September 2020
Date reviewed	October 2024
Date for next review	September 2028

1. Aims

Bracebridge Infant and Nursery 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.

Our school aims to promote respect for difference and diversity in accordance with British and our 12 school 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.

This document complies with our funding agreement and Articles of Association.

What is the Equality Act 2010?

The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

This law should make it easier for school leaders and governors to understand their legal responsibilities and tackle inequalities in education.

In England and Wales, the Act applies to all maintained and independent schools, as well as academies and free schools. It covers all aspects of school life to do with how a school treats students and prospective students, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory

and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a student or potential student in relation to:

- Admissions
- The way it provides education for students
- How it provides students access to any benefit, facility or service
- Excluding a student or subjecting them to any other detriment

What actions and behaviours are unlawful?

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination
- Indirect discrimination
- Failing to make reasonable adjustments for disabled students or staff.
- Discrimination arising from disability
- Harassment related to a protected characteristic
- Victimisation of someone because they have made, or helped with, a complaint about discrimination

Protected characteristics

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

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

The protected characteristics of age and marriage and civil partnership apply to schools and academies as employers, but not in relation to their provision for students.

3. Roles and Responsibilities

The Board of Trustees 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

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- 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 students
- 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

Bracebridge Infant and Nursery 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 Trustees 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.

Senior Leaders are responsible for monitoring equality issues. Any issues are dealt with by the appropriate SLT member.

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 (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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the above data 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 and Relationships and Sex Education (RSE), 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 together times regarding relevant issues;
- 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 after school clubs.
- 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: *Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.*

To achieve this objective we plan to provide a curriculum that promotes cultural awareness and understanding of different religious beliefs, enrichment weeks throughout the year, visitors into school, displays and the school learning environment.

Objective 2: *Monitoring and promotion of the involvement of all groups of pupils in the extracurricular life of the school, including leadership opportunities, especially pupils with special educational needs and disabilities.*

To achieve this objective we plan to provide a range of extracurricular clubs in order to appeal to children of different interests. Leadership roles are on offer in school and children are encouraged to participate in these opportunities.

Objective 3: *Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and pupils from minority ethnic groups.*

To achieve this objective we plan to provide quality first teaching along with targeted intervention and/or extension in order to support children being on track to achieve their aspirational targets.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year. This document will be reviewed by the Board of Trustees at least every 4 years. This document is signed on behalf of the Board by:

A handwritten signature in black ink, appearing to be 'R. Pitman', written in a cursive style.

Mr Rob Pitman
Chair of Trustees

02.10.24