

Equality information and objectives policy



Beaumont Lodge
PRIMARY SCHOOL

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1. Aims

At Beaumont Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers, governors and all visitors to our school. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Beaumont Lodge Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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.

It is our privilege to have a role in shaping our pupils' future. We give all pupils the life chances they deserve and the opportunity to reach their potential.

We are an inclusive community where everyone feels safe and supported and where no-one is left out. Here, respect is key and we help each other.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

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/carers
- › 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 governing body will:

- › Meet with members of staff responsible for equality, 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

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Identify any staff training needs and deliver training as necessary
- › 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
- › Raise and discuss any issues with the governing body

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.

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

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
- › 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 clubs)

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

- Collect and analyse the data for how pupils with different characteristics 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 (e.g. declines in incidents of homophobic or transphobic bullying)
- Collect and analyse data regarding admissions, attendance and behaviour (including exclusions) to identify any trends for pupils with different characteristics and identify development areas for practice
- Record incidences of prejudice-related behaviour and implement actions to address these

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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
- Making pupils aware of our behaviour and anti-bullying policies
- 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 Smart School council ensures every child is a member of the school council, thus 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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
- Is affordable for parents, with payment plans and subsidies being put in place when required to ensure fair access to trips

8. Equality objectives

As a school, we set and review equality objectives each year. We identify any new areas of need and develop actions accordingly. These objectives are developed by the Senior Leadership Team (SLT) and key stakeholders. For details of our current objectives, please see Appendix 1.

9. Monitoring arrangements

School-specific equality objectives will be reviewed by the SLT and governing body at least every 4 years. This document This will be approved by the governing body and will be reviewed to ensure continued compliance with the PSED.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy

Appendix 1

Equality objective	Rationale	Actions	Review
Attendance of pupils with SEND is good / above city target	In 2023-24, pupils with an EHCP had an attendance rate of 94.2% whilst pupils with no SEND had an attendance rate of 95.9%	Explore reasons behind non-attendance Barriers to be addressed Review whether school systems such as Walking Bus, Breakfast club etc would support	
The performance gap between vulnerable children (including those receiving FSM or 'PP children') is narrowed	Data from previous year shows there was a performance gap between PP pupils and non-PP children	Track pupil progress of vulnerable pupils Deliver interventions to support the narrowing of the gaps Deliver enriched curriculum at school	
Diversity is evident and celebrated in the curriculum	Pupils need to experience a curriculum which celebrates diversity allowing them to see themselves in the curriculum	Review curriculum to explore diversity PictureNews to be deployed support the delivery of messages around protected characteristics, British Values and diversity	
Ensure there is representation of diversity amongst texts in school	Pupils should be able to connect with characters that represent their own or their family's characteristics	Ensure diversity in texts in the library Ensure diversity in texts in classrooms	