

Bell Farm Primary School

Equality Information and Objectives Statement



Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

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

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive. All members of the school community are expected to demonstrate our Bell Farm values to ensure that everyone feels 'Proud to Belong' to Bell Farm.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and representation

We strive to create a culture that everyone is welcome at Bell Farm. We involve parents with our decision-making and direction regarding all aspects of inclusion.

Inclusion

Children are taught our Bell Farm values and are expected to uphold and demonstrate these. We are inclusive and reflective and are continuously developing our practice to ensure all children feel included.

Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Policy source: Schoolbus website Equality Information & Objectives Statement (January 2022) and The Public sector Equality Duty Guidance for Schools and Colleges as employers, Strictly Education 4S website (2019)

Status of Statutory Policy	Date
Policy authored by J Chave	January 2020
Policy reviewed	January 2022 (Information & Objectives statement, not Specific Duties)
Agreed by Staff	January 2022
Agreed by Headteacher	January 2022
Next Review: Equality Objectives (Specific Duties) Equality Information & Objectives Statement (School's compliance with public sector equality duty)	Every four years (January 2024) Annually (January 2023)

The Specific Duties

a) Information showing the School has complied with the General Duty

Duty	Actions Taken
<p>Eliminate conduct that is prohibited by the Act</p>	<ul style="list-style-type: none"> • We have reviewed the whole school profile and revisited and underlined the centrality of equality and inclusion in a community school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural. • The school is working towards the Inclusion Quality Mark and focuses on a Values led education. • There are few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities. • The school has an Equality Policy in place and the current required Accessibility Plan as well as the Equality Objectives and details of how we meet the general public sector equality duty listed here.
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • Pupils who have particular needs are well supported in our school and most make progress that is at least in line with expectations. • There are established and effective monitoring systems in place to track pupil attainment. Care, guidance and support is good and often outstanding. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of poor behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to. • Our Anti-Bullying and Behaviour Policies are regularly reviewed with pupil and parent engagement.

<p>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</p>	<ul style="list-style-type: none"> • Equality and Inclusion are central to our school ethos. Our Values led education enables pupils to focus on identifying and developing shared values. There are opportunities in assemblies and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension. • There are occasional reports of prejudice-related incidents in the school environment. These are dealt appropriately and timely. All incidents are recorded on a prejudice-related incident form and reported to Governors and Surrey County Council annually. • Parents of children from ethnic diverse groups are invited to coffee mornings throughout the year to meet and socialise. • Parents of a variety of religions and ethnic groups are invited into school to talk about and celebrate their religions and ethnic backgrounds to the children. • Pupils and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of pupil and adult identified charities each year. • We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media e.g. regular e-newsletters, emails, texts, curriculum meetings, open evenings, social media and our website www.bell-farm.co.uk • As a school we believe in ‘Leadership for All’. Our school council is democratically appointed and is broadly reflective of the existing diversity of the school community.
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The Specific Duties

b) Evidence of Equality Analysis Undertaken

The table below demonstrates how the school's policies and practices have furthered, or would further the aims of the General Duty. This includes details of the information considered in conducting that analysis.

Policy / Practice Considered	How the policy / practice was evaluated	Outcome of analysis
Behaviour and discipline	The policy is reviewed annually by the school, with engagement from pupils and parents through school council, pupil and parent surveys and informal conversations. Rewards and sanctions are monitored for trends and regularly reported to the Governing body. The school now tracks and analyses behaviour patterns across the school and uses this information as a preventative tool to raise standards.	There are no adverse trends evident in the implementation of this policy in fact any trends are positive. It will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices.
Anti-Bullying	Annually reviewed by the school every two years. Pupils have an important role to play in the implementation of this policy in their roles as mentors and peer mediators.	A Bullying Log is maintained alongside a log of any prejudice related incidents. This has a clear focus on issues pertaining to the Equality Act.
Equality	Reviewed every four years by the school.	Policy will be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education and Relationship & Sex Education Policies	These policies are reviewed regularly and reflect our wider aims and values, as well as our philosophy of learning and education. There is a focus on the Values led education. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE. Our Relationships and Sex Education (RSE) policy has been ratified by Governors and is reviewed annually.	We reflect the diversity of the Equality Act in our curriculum models.

Teaching and learning	Teaching and learning is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. The policy is reviewed annually by the school. There are regular lesson observations by teachers and peers.	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations have a regular focus on equality issues.
Child protection and safeguarding	A core policy and area of practice, and again closely linked to many others, including Equality. Annually reviewed and monitored by Governors. Constantly updated to reflect changes in legislation and practice.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality. This has been validated through our external Safeguarding audit.
Recruitment and selection	Regularly reviewed by the school and the changes to ensure compliance with the requirements of the Equalities Act are part of the school's practice.	Policy links closely to the Equality policy and reflects the requirements around health related questions in applications etc.

The Specific Duties

c) Details of Engagement Undertaken

Individual / Group engaged or consulted with	Nature of the engagement	Outcomes from consultation
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the school through the democratically appointed School Council, class discussion, group consultation and individual surveys and questionnaires etc.	Pupils report feeling safe and well-looked after in school. There are very few reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling engaged in the life of the school and their ideas are listened to.
Staff	Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being.	Staff continue to identify needs for ongoing training and CPD in a range of areas.
Governors	Governors regularly review issues pertaining to equality and inclusion at all meetings.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents and Friends of Bell Farm	<p>Parents regularly liaise with the school through the Friends of Bell Farm (PTA) events and consultation evenings. There is a small group of parents who are hard to reach.</p> <p>Questionnaire supplied to parents at Parents evening allows parents to make comments on any aspect of the school.</p> <p>The school hosts focus groups where parents are invited in to suggest improvements that the school could make.</p>	<p>Most parents recognise and value the inclusive ethos of the school and our commitment to inclusion.</p> <p>Questionnaires are looked at and any suggestions given by parents will be assessed and acted upon if in the interests of the school and school community.</p> <p>Suggested improvements are analysed and changes made if in the interests of the school community.</p>

The Specific Duties
d) Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	All current policies reviewed and revised, making sure they continue to meet the requirements of the Equalities Act. Make sure any new policies meet the requirements of the Equality Act.	According to policy timetable	HT / Chair of Governors
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.	Feb 2024	DHT / Middle Leaders
Sex	To identify trends of attainment based on gender and narrow any gaps identified.	There are no identifiable trends of gaps in attainment for any gender.	Termly	HT
Disability	Steps are taken to reduce and/or eliminate negative stereotypes of disability across the school and to promote positive understanding.	Formal and informal lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.	Feb 2024	SENCO
Gender Reassignment	Steps are taken to reduce and/or eliminate negative stereotypes of children who are considering gender reassignment, across the school and to promote positive understanding.	Formal and informal lesson and curriculum audits identify a number of positive examples of gender reassignment and no negative stereotyping.	Feb 2024	AHT Inclusion
All	Interested stakeholders receive requisite training in a range of equalities / diversities issues.	CPD/INSET delivered to staff/governors/parents as required to promote confidence in challenging prejudice and promoting equality.	Feb 2024	DHT
All	Seek to broaden and strengthen further our commitment to Quality Communications with all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources e.g. Braille / community languages etc.	Feb 2024	HT / Governors