

THE BEMROSE SCHOOL



EQUALITIES DUTY ANNUAL REPORT 2022-23

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Equalities

- ✓ The school complies with the Public Sector Equality Duty. The summary below is how we have due regard for the need to eliminate and educate all of the stakeholders of The Bemrose School to be good citizens.
- ✓ Through the curriculum we aim to educate about the importance of the protected characteristics, equalities and the values of tolerance and respect.
- ✓ We are aware of the requirements of the Equalities Act 2010 and that it is unlawful to discriminate, treat some people less fairly or place them at a disadvantage.
- ✓ Our governors have been briefed on their legal responsibilities under the Equalities Act 2010 and have been involved in supporting our school to meet its public sector equality duty.
- ✓ We endeavour to keep an accurate record, where appropriate of the protected characteristics of our pupils and employees
- ✓ Our school has a behaviour policy for outlines our expectations of both pupils and staff in their interactions with each other including our approach to tackling bullying prejudice and discrimination.
- ✓ We deal promptly and effectively with all incidents and complaints of bullying and harassment.
- ✓ We will keep a record of such incidents and notify those affected of what action we have taken school has a special educational needs and disabilities policy along with a report that outlines the provision the school makes for pupils with special educational needs.
- ✓ Our complaints policy sets out the procedures through which we deal with any complaints.
- ✓ We will aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practises.
- ✓ We will pay due regard to safeguarding and protecting our pupils within day-to-day work and our recruitment practises.
- ✓ We will have procedures for addressing staff discipline conduct and any grievances.

Review of plan 2022-23

Objectives 22-23	Planned Actions linked to SIP	Impact to Date
The Bemrose School will be a force to improve pupils understanding of sexual orientation and gender reassignment	<p>Raise pupil's expectations through all staff. Consistently revisiting the PD curriculum, the teaching of PSE and the co curriculum through school to support pupils</p> <p>Promote a positive and respectful school culture through developing relationships between staff and pupils.</p> <p>Create appropriate learning pathways to support the needs of the young people to allow all pupils to be the 'best me'</p>	<ul style="list-style-type: none"> • School parliament is established reflecting the diversity of the school • External speaker on equalities and sexual orientation and gender reassignment • School calendar reflects diversity • PSHE curriculum enhanced to reflect greater diversity • PRIDE group established • EDI audit • Staff training around diversity
Ensure that all pupils with SEND are supported in their life journey to be their very best.	<p>Ensure that SEND learners attendance is above the national average.</p> <p>Reduce the persistent absence of SEND pupils.</p> <p>Improve the outcomes for SEND pupils so that they achieve the best academic grades, and they are prepared for their next transition point to be able to thrive.</p>	<ul style="list-style-type: none"> • SEND pupils are supported and are happy at attendance has improved by 2% • PA of SEND pupils has improved by 3.9% is 4% above NA. [FFT] • Outcomes for SEND pupils improved by ½ grade • Average Points score increased by 4 points
Access needs for SEND pupils and all stakeholders who have a disability is not a barrier to their access to school and its curriculum	All stakeholders who have a SEND or physical need around school are supported to access school and its curriculum.	<ul style="list-style-type: none"> • Access policy updated. • Buildings adapted to meet the needs of all stakeholders so they can access learning and the wider curriculum.

	<p>Access plan is reviewed annually and is developed in line with the school community.</p> <p>Needs assessment of stakeholders who may have an additional physical need is assessed and reasonable and appropriate plans to support the need is implemented.</p>	<ul style="list-style-type: none"> Access plan reviewed.  <p>Access Policy June 2023.docx</p>
Working with stakeholders who are pregnant [or entering parenthood E.g., adopting or fostering] or whose partner is expecting a child or who are about to become parents to support them through the workplace	<p>The school policy and procedures are current and are developed in consultation with the stakeholders.</p> <p>New parents are supported in through pre and early parenting to meet the needs of being a new parent.</p> <p>Procedures meet the needs of expectant parents and allows the work life balance agenda to be pitched appropriately.</p>	<ul style="list-style-type: none"> Staff maternity guide created.  <p>Maternity Guidance.docx</p> <ul style="list-style-type: none"> 100% of mums return to work. Flexible adaptations in the workplace made for 100% of requests. Expectant Parents policy updated. Two colleagues supported through the path to adopt or foster