



THE BEMROSE SCHOOL

Equality information and objectives (public sector equality duty) statement for publication Policy

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1. Introduction

The Bemrose School has due regard to the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities.

The Bemrose School meets all the requirements of this legislation.

The Bemrose School defines the policy expectation and is linked to the Equality & Diversity Policy.

2. Legal Framework

[The Equality Act 2010](#)

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)

Under specific duties schools are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

The [Public Sector Equality Duty](#) came into force across Great Britain on 5 April 2011. It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

2.1 Policy guidance

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.

The new 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 pupils and prospective pupils, 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 pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- How it provides pupils access to any benefit, facility or service
- Excluding a pupil 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 pupils 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 & academies as employers, but not in relation to their provision for pupils.

3. Roles and responsibilities

Governing boards are the “responsible body” for ensuring that The Bemrose School meets the requirements of equality legislation. Essentially this means they should:

- 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 Executive Headteacher.
- Ensure the school takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
- Ensure the school complies with the Equality Duty.

The governors will review Equality objectives and

- Meet with the key staff for equality every annually, 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.
- Support and guide the school to have “due regard” for equality in all its functions.

The Executive Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.

- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section Appendix 1.

4. Public Sector Equality Duty

Since April 2011, schools and academies have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the “Equality Duty”).

The Equality Duty replaces the previous three sets of duties on schools and academies to promote disability, gender and race equality through having equality policies and action plans for these groups. Some schools and academies chose to meet these previous duties by combining the three policies into a “single” equality policy.

There is now no requirement for schools and academies to have equality policies, schemes and/or action plans. This has been made clear in the updated list of statutory policies for schools and academies from the Department for Education (DfE).

The new Equality Duty has two parts: the “general” duty and “specific” duties.

The general duty is the overarching legal requirement for schools and academies and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools/academies are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

The two specific duties for schools/academies aim to assist them to meet the general duty. Schools and academies should have complied with these two duties from April 6, 2012. They are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

4.1 What is meant by ‘due regard’?

Having due regard means that schools and academies must consciously think about the three aims of the Equality Duty as part of decision-making, developing and reviewing policies and how they deliver services.

According to advice for school leaders and governors from the DfE: “The duty to have ‘due regard’ to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.”

Publishing equality information

As a minimum, schools/academies should publish information on:

- The diversity of the school population.
- How are they performing in relation to the three aims of the Equality Duty?

5. 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.

The school monitors equality issues, feeds this to Governors committees. The school regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6. 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 LGBTQ 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 data referenced above 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

6.1 Measurable objectives

The Bemrose School can set equality objectives to tackle any issues of discrimination, inequality and disadvantage.

Objectives might be linked to challenges the school is already responding to in the School Improvement Plan or can address issues and concerns identified through consultation with pupils, staff and parents.

Some of the challenges that equality objectives can address include:

- Narrowing gaps in attainment between groups of pupils, for example girls and boys
- Improving school attendance of pupils from particular groups being disadvantaged and WROMA
- Increasing the participation of particular groups in school activities of disadvantaged.
- Improving the outcomes of those who are SEND.
- Improving the participation and engagement of different groups of parents and communities

6.2 Specific and measurable explained

It is a statutory requirement that equality objectives are “specific and measurable”. This is to make sure that objectives are not vague or flimsy statements but reflect achievable and measurable improvements that the school wishes to make.

Objectives should be clearly focused and demonstrate measurable outcomes. Including a time framework, that indicates when an objective will have been in part or wholly achieved, will also enable success to be measurable.

Equality objectives should be clearly relevant to the groups with protected characteristics named in the Equality Act but may refer also to groups disadvantaged by social and economic factors.

Here are three examples of objective statements that aim to address equality priorities but would not meet the requirement to be “specific and measurable”.

- ‘To train staff on how to stretch the most able to ensure expected outcomes’.
- ‘To increase the percentage of boys in key stage 2 achieving a standard score above 100 in mathematics’.
- ‘To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children in the school’.

Here are the same objective statements that have modified to make them “specific and measurable”.

- ‘By September 2025, 90 per cent of the staff will feel confident in delivering skills that stretch and challenge.’
- ‘By the end of the 2023/24 school year, the percentage of boys in key stage 2 achieving ARE or above in reading, writing and mathematics will increase from 15 to 33 per cent, and to 50 per cent by the end of 2019/20’
- ‘The attendance rates of Gypsy Roma Traveller pupils will improve year-on-year to meet a target of 94.5 per cent attendance by the end of 2023/24’

6.3 How many equality objectives?

There is no requirement for The Bemrose School to publish a set number of equality objectives. The approach should be proportionate. However, given the wide range of equality issues in schools, it is likely that many will wish to publish more than one objective.

DfE advice for school leaders and governing bodies states that a school “should set as many objectives as it believes are appropriate to its size and circumstances; the objectives should fit the school’s needs and be achievable”.

It is up to The Bemrose School to decide on the format they will adopt for publishing equality information and objectives. For most, setting up an equalities page on their website will be the best approach.

The school may also find it useful to publish some information on the following alongside each objective:

- Why objectives have been chosen, including any relevant consultation and engagement?

- A short description of what is going to be done to achieve each objective

6.4 What next?

The Bemrose School should keep their equality objectives under review as they would with elements of any School Improvement Plan. Developing an improvement plan can help map activities that will be needed to achieve an objective. There is no requirement, however, to publish an explicit and separate improvement plan. It is also good practice to publish some information on the progress that is being made towards meeting the equality objectives the school has set itself.

7. 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
- 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 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 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

8. 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

The school evaluates the school's equality considerations (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded in our thinking and decision making when planning.

9. Monitoring arrangements

- The Governing Body will update the equality information we publish, at least every years.
- This document will be reviewed by Governing Body at least every 4 years.
- This document will be approved by Governing Body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments

Appendix 1

Equality Objective- The Bemrose School

Previous objectives see 2018-21 School Improvement Plan Milestones for Impact

Current plan

Objectives 22-25	Planned Actions linked to SIP	Expected Impact
The Bemrose School will be a force to improve pupils understanding of sexual orientation and gender reassignment	Raise pupils expectations through all staff consistently the revisited PD curriculum, the teaching of PSE and the co curriculum through school Promote a positive and respectful school culture through developing relationships between staff and pupils Create appropriate learning pathways to support the needs of the young person to allow all pupils to be the 'best me'	Behaviour data shows a downward trend across phases of instances where homophobic comments are reduces towards zero Pupils are respectful Good behaviour and language is visibly modelled by staff and pupils Relationships between staff and pupils continues to improve A programme of CPL is offered to new and existing staff
Ensure that all pupils with SEND are supported in their life journey to be their very best	Ensure that SEND learners attendance is above the national average Reduce the persistent absence of SEND pupils Improve the outcomes for SEND pupils so that they achieve the best academic grades and the are prepared for their next transition point to be able to thrive.	The most vulnerable pupils attendance improves towards 95% PA for SEND pupils is below 15% Outcomes from starting points for SEND pupils is in line or better than school outcomes The number of pupils passing the phonics check increases in line with National. The number of pupils achieving the expected standard at the end of KS1 in R,W and M to increase towards National 71% (2018) The number of pupils achieving the expected standard at the end of KS2 in R,W and M to rapidly increase towards National 64% (2018)

		<p>Average Attainment 8 Score – 35 points</p> <p>Progress 8 Score = -0.3</p> <p>English P8 Score = -0.3</p> <p>Math P8 Score= -0.3</p> <p>All pupils successfully transition to their next point of learning</p> <p>EET for SEND is 100%</p>
<p>Access needs for SEND pupils and all stakeholders who have a disability is not a barrier to their access to school and its curriculum</p>	<p>All stakeholders who have a SEND or physical need around school are supported to access school and its curriculum.</p> <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 an reasonable and appropriate plan to support the need is implemented.</p>	<p>All pupils with SEND or a disability can access the curriculum and learning allowing them to thrive</p> <p>Stakeholders with a physical disability can access school allowing them to thrive and fulfil their potential.</p> <p>The school is an inclusive an supportive environment for all stakeholders</p>
<p>Working with stakeholders who are pregnant [or entering parenthood e.eg adopting or fostering] or whose partner is expecting a child or who are about to become parents to support them through the workplace</p>	<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>	<p>School policy and procedure is reflected upon and is current for all stakeholders.</p> <p>The school adopts a reasonable and well balanced support for stakeholders who are new to parents with flexible working to balance that of parenting and work.</p> <p>The needs of stakeholders who are new parents are reasonable supported and met through access E.g expressing space, opportunity to participate in key events in their child's life outside of work.</p>