

Equality Information and Objectives Statement



Formally adopted by the Governing Board/ Trust of:-	Bressingham Primary School
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Chair of Governors:	Diane Perry-Yates
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1. Opening statement

1.1 Bressingham Primary School 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.

1.2 The school will not discriminate against, harass or victimise any 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.

1.3 The school aims 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. The school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

2. Aims to eradicate discrimination

2.1 Bressingham Primary School believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free 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's 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

2.2 The school is committed to having a balanced, diverse and fair curriculum. Bressingham Primary School believes that its 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.

3. Dealing with prejudice

3.1 Bressingham Primary School does not tolerate any form of prejudice-related incident. Whether direct or indirect, discrimination against all members of the school is treated with the utmost severity. When an incident is reported, through the thorough reporting procedure, the school is devoted to ensuring appropriate action is taken and a resolution is put into place that is both fair and firm.

3.2 The **pupils** are taught to be:

- understanding of others
- celebratory of diversity
- eager to reach their full potential
- inclusive regardless of educational need or protected characteristic
- aware of what constitutes discriminatory behaviour

3.3 The **school's employees** will not:

- discriminate against any member of the school community
- treat other members of the school community unfairly

3.4 The **school's employees** 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

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

- planning activities for key diversity awareness
- celebrating diversity through assemblies and curriculum resources
- incorporating lessons about diversity into the curriculum

4. Equality and dignity in the workplace

4.1 Bressingham Primary School does 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.

4.2 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.

4.3 The school guarantees 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.

5. Diversity and representation

5.1 Bressingham Primary School is working to ensure that all groups are represented in the school community. In terms of employment, the best person for the job will be employed. If groups are under-represented on the school staff, volunteers and visitors might be invited into school to ensure that children are given the opportunity to meet people from more diverse backgrounds.

6. Closing statement

6.1 Prejudice is not tolerated and Bressingham Primary School is continuously working towards a more accepting and respectful environment for the school community. The school's Equalities Action Plan is detailed in Appendix 1.

6.2 The school's Equality Information and Objectives Policy further outlines the school's policies regarding equality.

Appendix 1: Equalities Action Plan

Equality strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Success indicators
All	Publish and promote the Equalities Action Plan through the school website, newsletter and staff meetings.	In a newsletter at the beginning of the year, remind all parents/ carers that our policies are available on the website.	Governing Body/ Headteacher	Ongoing throughout the academic year.	Staff are familiar with the principles of this policy and use them when planning lessons, creating classroom displays, etc. Parents/ carers are aware of the policy and Equality Plan.
All	Monitor and analyse pupil achievement by groups such as race, gender and disability and action any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability (where statistically significant in a cohort).	Headteacher / Governing body	Termly following tests	Analysis to show gender gap, for example, to be narrowing. Data annually analysed and actions taken where necessary.
All	Ensure that the curriculum promotes role models that children positively identify with in terms of race, gender and disability.	Discussions with children indicate they have an equal respect for all individuals both inside and outside the school community	Headteacher/teachers	Ongoing	Incident reports reflect no difference relating to equality.
All	Displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity, where possible.	Visual monitoring of school displays/ discussions with children and staff to assess their impact.	Headteacher/teachers	Ongoing	Children have positive view of others both inside and outside the school community.

All	Audit school policies on a regular basis to ensure that there are no discriminatory policies, phrases, procedures or practices.	All school policies when reviewed are audited and made free of discrimination in terms of phrases, procedures and practices.	Headteacher/Governing Body/teachers	Ongoing	Written information and school policies are free of disability discrimination in terms of policies, phrases, procedures and practices.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, e.g. through involvement in the School Council, class assemblies, fundraising, etc.	Monitor children's involvement within councils and the various activities that the school participates in. Ensure that these are changed on an annual basis.	Member of staff leading on School Council /teachers.	Ongoing	Fair diversity of children contributing to school life
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report any incidents to the Governing Body.	The Headteacher/ Governing Body will use data collected about racist incidents to assess the impact of the school's response to incidents, i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents/carers satisfied with the response?	Headteacher/Governing Body	Ongoing	Teaching staff are aware of and respond to racist incidents.

Gender	Ensure that staff recruitment is based on criteria to provide equality of opportunity for both sexes.	Staff recruitment processes and outcomes will be monitored by the Headteacher and Governing Body.	Headteacher/ Governing Body	Ongoing	Staff recruited are the best fit for the posts available.
All	Continue to explore the concept of flexible working and posts.	Headteacher/Governing Body	Headteacher/ Governing Body	Ongoing	Flexible working available where the children's education will not suffer as a result of it.
Disability	Actions outlined in the Accessibility Plan				