



Byley Primary School and Nursery

Equality Policy and Objectives

Date of policy	Date for renewal	Signed	
June 2021	February 2025	Elizabeth Whittingham (Headteacher)	Andrew Gibson (Chair of Governors)

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1. Aims

Our school, Byley Primary School and Nursery, aims to meet its obligation under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a characteristic and people who do not share it

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 the Department for Education (DfE) guidance: [The Equality Act 2010 and Schools](#)

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst 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 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. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction; all staff receive refresher training every September. The SLT regularly liaise regarding any issues and make staff and governors aware of these as appropriate.

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 which 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 (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 duty, the school will:

- Analyse data to determine strengths and areas for improvement, implement actions in response and report this to the governing body
- 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 pupil

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 area. 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

7. 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

Where appropriate, the school keeps a written record (known as an Equality Impact Assessment – Appendix 1) to show we have actively considered our equality duties and asked ourselves relevant questions. When necessary, this is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity.

8. Equality objectives

Objective 1: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

Why we have chosen this objective: to ensure that all pupils have a good understanding of diversity, inclusion and equality

Objective 2: to reduce prejudice and increase understanding of equality through direct teaching across the curriculum

Why we have chosen this objective: to ensure that pupils treat others equitably, from a place of understanding and respect both within school and the wider community.

Objective 3: to monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils including vulnerable learners.

Why we have chosen this objective: to ensure that all pupils make at least good progress, including vulnerable pupils.

To achieve these objectives, we plan:

1. Weekly PSHE lessons that include SMSC development throughout the school
2. Half-termly No Outsiders lessons to promote inclusion and understanding of protected characteristics listed in the Equalities Act
3. Cultural experiences that enhance the curriculum including workshops for all pupils
4. Pupil progress meetings to discuss and analyse data for different pupil groups
5. Staff meeting CPD on classroom pedagogy to ensure inclusive practice that meets the needs of all learners

9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year. This document will be reviewed by the governing body at least every four years. This document will be approved by the governing body.

Appendix 1 Equality Impact Assessment

Question	Response
1. Name of the activity/event being assessed	
2. Summary of aims and objectives of the activity/event	
3. What involvement and consultation has been done in relation to this activity/event? (with relevant groups)	
4. Who is affected by the activity/event?	
5. What are the arrangements for monitoring and reviewing the actual impact of the activity/event?	

Protected Characteristic Group	Is there a potential for a positive or negative impact?	Explanation and examples of impact	Action to address any negative impact
Disability			
Gender reassignment			
Marriage or Civil Partnership			
Pregnancy and maternity			
Race			
Religion or belief			
Sexual orientation			
Sex (gender)			
Age			

Decision (please circle one):

After due consideration and taking the information above into account, the activity/event will:

Proceed

Not proceed

Signed..... Date:.....