



# Bridgewater Primary School Equality Duty and Objectives

## Public Sector Equality Duty Statement

*Pupils are well-prepared for life in modern Britain. They are able to discuss in detail what they have learned about British values. Displays around the school highlight an inclusive ethos, where diversity is celebrated, and pupils are valued. Ofsted, 2018. ‘*

Updated: November 2021  
Reviewed: November 2021  
Next Review: November 2022

# **Bridgewater Primary School**

## **Equalities Duty Information**

### **Equality Objectives 2021-22**

There are a number of statutory duties required in every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

Bridgewater Primary School is committed to meeting its public sector duties and acknowledge that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation and removing or minimising disadvantages suffered by people due to their protected characteristics.
- Promote equality of access and opportunity within our school and within our wider community, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

The Head Teacher, Senior Leadership Team and Governors will review the progress we are making to meet our equality objectives with regard to the protected groups of under the Equality Act (2010): Age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

### **Equality Information**

We will collect and use equality information to help us to:

- Identify key issues;
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan and action where there is a need to ensure effective equity;
- Assess whether we are not discriminating when carrying out any of our functions;
- Identify what the key equality issues are for our school;
- Assess performance of our key groups;
- Take action where gaps are identified for our key groups;
- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- Develop equality objectives to meet the specific duties;

## **Staff Equality**

We will understand the equality profile of our staff and use it to help us to understand key equality issues within the staffing in our school. We will consider the protected groups when we consider our practice and policy regarding:

- recruitment (equal opportunities employment statement)
- numbers of part-time and full-time staff including return to work of women on maternity leave (linked to Flexible Working Policy)
- pay and training opportunities
- return to work of disabled employees following sick leave relating to their disability (reasonable adjustments)
- employment (including appraisals, grievances (including about harassment), disciplinary action (including for harassment) dismissals and other reasons for leaving.

## **Equality Objectives:**

At Bridgewater Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

**Objective 1:** To monitor and analyse pupil achievement by ethnicity in Y6 and act on any trends or patterns in the data that require additional support for pupils. (Phase Leader/ Inclusion Team)

### **Target for Reading in Year 6:**

- Reading attainment of MWBC children to improve from 0% at the expected standard to 67% at the expected standard in end of year SATS.
- Reading attainment of APKN and CHNE children improve from 0% at the expected standard to 67% at the expected standard in end of year SATS.
- Reading attainment of WOTH children to improve from 33% at the expected standard to 67% at the expected standard in end of year SATS.
- Reading attainment of MWAS and MWBA children to increase from 50% at the expected standard to 100% at the expected standard in end of year SATS.

### **Target for Mathematics in Year 6:**

- Maths attainment of MWBA children to improve from 50% at the expected standard to 100% at the expected standard in end of year SATS.
- Maths attainment of MWBC children to improve from 0% at the expected standard to 33% at the expected standard in end of year SATS.

- Maths attainment of WOTH children to improve from 0% at the expected standard to 67% at the expected standard in end of year SATS.
- Maths attainment of MOTH children to increase from 25% at the expected standard to 50% at the expected standard in end of year SATS.

**Key:**

**MWBC** – white and black Caribbean

**WOTH** – any other white background

**MWAS** – white and Asian

**CHNE** – Chinese

**APKAN** –Pakistani

**MOTH** – mixed any other background

**Objective 2:** To ensure that the curriculum development reflects positive narratives for all protected groups, as a result children and their families are represented within the curriculum. This will develop and strengthen our sense of community cohesion and enable all pupils to understand themselves as interconnected, global citizens. (Diversity Team)

**Curriculum Target** – By the end of the 2021, the audit shows inclusion of relevant, rich and engaging curriculum content covering the protected characteristics of race and cultural identity, disability and sexuality across the age ranges (increase from baseline audit to end of year audit.) This will be a 2-year target to ensure coverage and revisions as needed.

### **Monitoring and Evaluation**

- To be monitored by the DHT/ SENDCo and Inclusion Team/ EAL lead and EMA lead for data trends and progress (Objective 1).
- To be monitored by the DHT, Diversity Team and Core Subject Leaders with a focus on curriculum development for protected groups (Objective 2).
- End of year: To be reviewed annually by the governing body and SLT in the autumn term (Objective 1 and 2).

*'The whole staff community is focussed and present in the moment with a true sense of passion and purpose to ensure the day is the best it can be for every single pupil in the school.'* IQM Flagship Report February 2019

## Appendix: Summary of our equalities evidence

In relation to **race** and community cohesion, we have an active focus on upholding the value of mutual respect has a high profile within our school. We have a zero tolerance to discrimination and racism and hold lessons and activities to develop an appreciation of diversity. This is reflected in displays, curriculum content, books and resources. It is also demonstrated within the British Values/ Reflective Values books. Our self-evaluation tells us that we work effectively with both children and parents within this protected group, as evidenced by Ofsted and the IQM annual assessments. In 2020-21, we are developing the curriculum, looking at the positive representation of all children and their families with positive, engaging content about the diversity and richness that different cultures bring to our school and community. We are ever vigilant to the effect of domestic and international political change on the well-being of all members of our school community, including the 'Black Lives Matter' movement and the need to reconsider and reflect on diversity and opportunity for all.

*"Two poignant displays by the pupils reminded them of diversity and similarities. The one-off Jelly beans embraces the uniqueness of each pupil encouraging tolerance, kindness and compassion. The other display inspired by the poem 'Human Family' by Maya Angelou shows pupils' words interwoven by tapestries reiterating that everyone is an important person within the 'school's family' and that diversity is to be celebrated." IQM Flagship Report March 2019*

In relation to **disability**, we seek to continually identify, improve and promote outcomes for this protected group. This includes pupils who have autism and other 'hidden disabilities.' Our building meets all regulations and we meet all legal requirements for accessibility. Our Accessibility Plan is available in the school office, updated annually.

In relation to **sex**, the evidence we hold tells us we are improving. We are aware of any learning gaps between the genders and have actions in place to narrow any gaps. We continually reflect upon attainment and opportunities for both sexes and seek to improve any issues arising.

In relation to **gender reassignment**, our self-evaluation tells us that we are not yet engaging with this protected group, as we have no known cases of gender reassignment. We would be supportive and seek to promote equal opportunities for any member of our school community seeking gender reassignment, to ensure they receive the same understanding and respect as for any other stakeholders.

In relation to **age**, the evidence we hold tells us are secure. We employ staff on suitability grounds, ensuring equal opportunities for all. We welcome members of the community of all ages into our school, and actively seek to engage with members of all age, as

evidenced by our range of Intergenerational projects, volunteers and school supporters. This is evidenced within the IQM Flagship Reports. We are secure in promoting equal opportunities and ensuring all stakeholders have all information necessary at each stage, such as for Threshold, Pay and Conditions related to Performance Management and Pensions. Senior leaders, including the Head Teacher, have taken part in Safer Recruitment training to ensure equality, as well as safety, for all in the recruitment process.

In relation to **pregnancy and maternity**, we are proactive in supporting those experiencing pregnancy and maternity as evidenced by our secure arrangements within school for Maternity leave, “Keeping in Touch” days, support and through the application of the Flexible Working Policy for return to work.

In relation to **religion and belief**, the evidence we hold tells us we are developing well in this area. We continue to provide opportunity for PSHE and RE experiences in order to raise its profile within the school and local community, and give additional opportunities to promote and engage those within this protected group. We involve the children in a daily assembly, which includes a daily act of worship and we respect the views of all faiths. In the 2020-21, the assemblies are based in the children’s ‘bubbles’ to maintain safety, but there will continue to be focus given to promoting global aspects of learning and communication within the school. We value all members of our community and use the curriculum and wider school events to share our fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We actively seek to make links with all members of our local community of all faiths and none.

*‘Pupils are enthusiastic about a range of subjects from science to religious education.’ Ofsted 2018*

In relation to **sexual orientation**, our self-evaluation tells us our awareness is secure; our ethos and attitude within school is to value everyone equally and there is zero tolerance of discrimination and inappropriate language and behaviour towards those with an alternative sexual orientation. We promote equality through the PSHE and RSE curriculum and are pro-active in our work on awareness and through our approach to anti-bullying. We have attended training and conferences to ensure that we are equipped to providing the appropriate support and understanding, as well as ensuring that pupils learn about the different types of sexuality and families. This was evidenced in our Ofsted Report 2018,

*‘When asked to sum up their school in one word, pupils answered with ‘co-operative’, ‘amazing’, ‘diverse’ and ‘respectful’.*

We support all parents equally, give all equal opportunities to engage and seek to gather and ask on the views of the local community.

**This Equality Duty will be reviewed annually.**