



**Bartley C of E Junior School**  
**Equality information and objectives**  
**Public Sector Equality Duty (PSED)**

<b>Name of Unit/Premises/Centre/School</b>	Bartley CE Junior School
<b>Date of Policy Issue/Review</b>	February 2023 – to be reviewed annually alongside member of Governing Body. New objectives to be set in February 2027
<b>Name of Responsible Manager/Headteacher</b>	Will Hodge (DHT)
<b>Date approved by Governors if statutory:</b>	07.02.2023

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### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 protected 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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### 3. Roles and responsibilities

The governing board 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
- 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 headteacher

The 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 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, and all staff receive refresher training every September

#### **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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay people 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:

- Analyse the attainment data to determine strengths and areas for improvement for any pupils with different characteristics, and implement actions in response of 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. 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 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 Collective Worship dealing with relevant issues. Pupils will be encouraged to take part 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 Collective Worship, 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 will endeavor to create 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

## **8. Equality objectives**

### **Objective 1**

We will have in place a reasonable adjustment agreement for all staff, children and families with disabilities and/or health conditions to meet their needs and make sure that any disadvantages they experience are addressed.

Why we chose this:

We want to ensure that all our children have full access to a broad and balanced curriculum no matter their disability and/or health condition.

### **Objective 2**

At least 90% of our staff will know how to respond effectively to prejudice-related bullying.

Why we chose this:

The majority of our children are white British in their declared ethnicity and it is important for our staff to therefore keep a close eye on any behaviours which could be interpreted as prejudice-related to any of our minority groups/individuals. Appropriate and prompt responses will be acted out which are discussed with senior leaders. Follow up meetings/assemblies will be put in place to help educate our children more about the impact of prejudice-related bullying so we can make changes to future behaviours.

### **Objective 3**

The majority (over 50%) of our pupils will understand what stereotypes are and how/why they should be challenged.

Why we chose this:

We want to ensure that children are aware of what the word 'stereotype' is and how they can safely challenge these both in the classroom and outside. There is a lot of attention recently on the impact of social media in perpetuating certain stereotypes – which is evidently becoming an increasing challenge at some secondary schools – and so we would like to introduce our children to identifying when stereotypes are being deployed and how they can react to them to help challenge these thoughts and ideas for others.

## **9. Monitoring arrangements**

The school will update the equality information we publish at least every year working with a member of the Governing Body responsible for Equality.

This document will be reviewed by Governing Body at least every 4 years.

This document will be approved by the Governing Body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment