

BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

EQUALITY INFORMATION AND OBJECTIVES

April 2022

(Review Date: April 2026)



BREDHURST VISION

To learn and grow through the guidance and love of God

OUR MISSION STATEMENT

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

OUR VISION

Our Vision is inspired by Matthew 13 : 31-32, The Parable of the Mustard Seed

Jesus said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? 31 - It is like a mustard seed, which is the smallest of all seeds on earth. 32 - Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."

The theology behind this parable is embedded across all our learning

OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

OUR CORE VALUES

The 'Spirit of Bredhurst' encompasses our core Christian values

- **S**elf control
- **P**erseverance
- **I**nclusion
- **R**espect
- **I**nspiration
- **T**rust

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

EQUALITY INFORMATION AND OBJECTIVES

1. AIMS

Our school aims to meet its obligations 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
- Ensure equal access and treatment for everyone
- Promote mutual respect, regardless of differences
- Ensure that equality of opportunity permeates the whole curriculum and ethos of the school
- Acknowledge the richness and diversity of British society and to help prepare children for their part in that society.

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](#).

This document also complies with our funding agreement and articles of association.

3. ROLES AND RESPONSIBILITIES

The Governor's 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
- Identify any staff training needs and deliver training as necessary
- 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.

The school monitors equality issues and reports any issues to the Governing Body.

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)
- 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 clubs or pupil leadership roles)

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 above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

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 assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such worships and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak to pupils 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.

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school 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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. EQUALITY OBJECTIVES

Objective 1:

To accelerate the progress of disadvantaged pupils so that the difference in attainment between disadvantaged pupils and their non-disadvantaged peers is reduced.

Why we have chosen this objective: Our data analysis shows that our disadvantaged pupils often have low starting points on entry to the school. Although they make good progress, this needs to accelerate if their attainment is to match their non-disadvantaged peers.

To achieve this objective we plan to: See Pupil Premium Expenditure Plan available on the website.

Objective 2:

To maintain a high quality of provision for who have been previously looked after.

Why we have chosen this objective: The percentage of pupils in Bredhurst who have been previously Looked After have steadily increased over the last few years. These children have their own difficulties with school and need to be able to overcome emotional difficulties before being able to access the learning, this early start to life can cause a barrier to future learning and potential.

To achieve this objective we plan to: Ensure parents are regularly involved and regular meetings are in place with school. Ensure we meet with supporting agencies to make sure that children are receiving extra support with well being. Improve nurture and wellbeing support for pupils by becoming part of nurture pilot scheme.

Objective 3:

To actively promote the school's Core Values 'SPIRIT': Self control, perseverance, inspiration, respect, inclusion and trust to ensure that pupils' learning and social behavior is exemplary.

Why we have chosen this objective: The behaviour of pupils at Bredhurst is very good but from time to time, pupils need support to resolve their social issues on the playground. In class, pupils learn very well but sometimes lack the resilience to overcome challenges set.

To achieve this objective we plan to: Hold worships to promote the Core Values, use the language of the Core Values at all times when talking to pupils, praise those pupils who uphold the Bredhurst values, use 'SPIRIT' of Bredhurst to enable the children to become more resilient in their learning.

Objective 4:

Support pupils to understand, be accepting of, and embrace the cultural differences that are part of the school and wider local community.

Why we have chosen this objective: Bredhurst is a school that does not have a particularly diverse or different cultural background, however the local town has a very diverse population and it is imperative that our pupils learn the British values of tolerance and respect to be prepared for life in the wider world.

To achieve this objective, we plan to: Identify opportunities in the curriculum to study different languages, cultures and countries. Use worships to celebrate different cultural festivals and different languages, use events such as the World Cup and Olympics to explore other cultures, use the knowledge and diversity of our own community to support the children in their understanding of cultures and communities. Monitoring arrangements

9. MONITORING ARRANGEMENTS

The Governing Body will update the equality information we publish at least every year. This document will be reviewed by the Headteacher and 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:

- Special Educational Needs and Disability Policy
- Accessibility plan