

Blofield Primary School

Equality information & objectives Statement

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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
- 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 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.

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 societies)

In fulfilling this aspect of the duty, the school will:

- Analyse the above data to determine strengths and areas for improvement, implement actions in response to 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, citizenship 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.
- Working with our local community. This includes 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 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

Equality strand	Intent	Implementation	Monitoring	Person responsible	Timeframe	Impact
All	For all pupils to reach their full potential regardless of e.g. ethnicity, gender or disability.	Monitor and analyse pupil progress and achievement by groups such as ethnicity, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by ethnicity, gender and disability (where statistically significant cohort)	Class teachers, overseen by Deputy Headteacher	Termly	Analysis to show any gaps e.g. gender, ethnicity or disability to be narrowing and actions taken where necessary.
All	For all pupils to be able to identify with role models within the Blofield	Ensure the curriculum promotes role models that children positively identify with in	Curriculum planning documentation, pupil voice.	Curriculum Leader/Class teachers/ Deputy Head/ Headteacher	Ongoing	All pupils are able to identify with relevant role models within the Blofield

	Curriculum regardless of their ethnicity, gender or disability.	terms of ethnicity, gender or disability.				Curriculum
All	For all pupils to be able to identify with role models regardless of their ethnicity, gender or disability.	Displays in classrooms and corridors promote diversity where possible.	Learning walks of school displays, pupil voice and staff discussions to assess their impact.	Teachers/ Deputy Head/ Headteacher	Ongoing	Pupils have a positive view of others both inside and outside the school community
All	Policies to reflect the inclusive ethos of the school.	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 to ensure they are free of discrimination in terms of phrases, procedures and practices.	Member of staff/Governor reviewing the particular policy	Ongoing	All policies reflect inclusivity with no evidence of discriminatory phrases, procedures or practices.
Race Equality Duty	Ensure any racist incidents are dealt with appropriately	Identify, respond to and report racist incidents. 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.	Headteacher/ Governing Board	Ongoing	Staff are aware and respond appropriately to racist incidents.
Disability	Actions outlined in the Accessibility Plan					
All	Equity of opportunity in recruitment of staff.	Ensure that staff recruitment is based on criteria to provide equality of opportunity regardless of ethnicity, gender or disability.	Staff recruitment processes and outcomes will be monitored by the Headteacher and Governing Board.	Headteacher/ Governing Board	Ongoing	Staff recruited are the best fit for the posts available.

Equality strands: R = Ethnicity, D = Disability; G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief, GR = Gender Reassignment; P/M = Pregnancy/Marriage/Partnership

9. Monitoring arrangements

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by the Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan