



Equalities Guidelines & Action Plan

The Public Sector Equality Duty 2011 has three aims under the general duty for academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regards to the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

These guidelines incorporate issues concerning personnel management, as well as equality issues relating more specifically to children and parents/carers. It refers to all employees, including full-time, part-time, supply staff, trainees, governors, casual workers and volunteers as well as parents/carers and students.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by these key principles:

1. All people are of valued equally- learners, potential learner, their parents and carers, volunteers and staff: All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:
 - whether or not they are disabled
 - whatever their ethnicity, culture, national origin or national status
 - whatever their gender and gender identity ○ whatever their age
 - whether they are pregnant, on maternity or paternity ○ whatever their religious or non-religious affiliation or faith background ○ whatever their sexual identity.
2. We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:
 - disability, so that reasonable adjustments are made
 - ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised ○ gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
 - age, so that reasonable adjustments are made
 - pregnancy/ maternity/ paternity, so that reasonable adjustments are made and staff continue to feel part of the School
 - religion, belief or faith background ○ sexual identity.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging We intend that our policies, procedures and activities should promote:
 - positive attitudes towards disabled people, good relations between people with disabilities and those without, and an absence of harassment of disabled people
 - positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
 - mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, transgender and homophobic harassment.

4. We follow good equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment:
 - whether or not they are disabled
 - whatever their ethnicity, culture, religious affiliation, national origin or national status ○ whatever their gender identity and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

5. We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:
 - people with disabilities and those without
 - people of different ethnic, cultural and religious backgrounds ○ girls and boys, women and men, and non-binary

6. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:
 - people with disabilities as well as those without
 - people of a wide range of ethnic, cultural and religious backgrounds
 - both women and men, girls and boys, and non-binary ○ people of all sexual identities.

The table below outlines some of the work the School currently undertakes to ensure equality in regards to the protected characteristics.

| Protected Characteristic | Evidence |
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| In relation to race, the evidence we hold tells us: | <ul style="list-style-type: none"> • There is a range of different races and cultural backgrounds in our academy. 77% White British, 3% White and Asian 3% White European, 3% Indian, 1% Black Caribbean, with the remaining 13% from a variety of different ethnic backgrounds. • Different race groups are analysed for progress attainment and engagement and any group found to be falling behind others is addressed with individual planning and provision. Procedures are in place to monitor, deal with and record prejudice related incidents; • Observed behaviour in the school shows respect and tolerance for people of all races amongst pupils, this is modelled by all adults. |

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| | <ul style="list-style-type: none"> All children regardless of race are offered and involved in after school activities. PSHE sessions involve discussions around difference and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect and interest in all children's race backgrounds and celebrate diversity and difference worldwide. Our curriculum covers different races and cultures, due respect and interest is given to the cultures within school and customs, food etc are invited in and celebrated. Our programme of weekly assemblies reflect diversity and global themes, tolerance and respect <ul style="list-style-type: none"> The school has invested in books for the library from a wide range of culturally diverse backgrounds |
| In relation to disability, the evidence we hold tells us: | <ul style="list-style-type: none"> Children with physical disabilities take part in class activities and effectively adapted learning opportunities to allow them to succeed and progress in line with expectations from their starting points. This includes ensuring visits and visitors are inclusive and accessible. The school has an effective inclusion and special educational needs policy. The school has an accessibility plan. Staff receive timely training in order to enable them to be confident in meeting the needs of all children including those with physical and learning difficulties. Children are encouraged to play games and include others which are accessible to all including those with mobility or learning difficulties. Lunchtime clubs run which are targeted at including disabled and vulnerable children |
| In relation to sex, the evidence we have tells us: | <ul style="list-style-type: none"> 46% of our pupils are male and 54% are female. Pupil progress meetings and analysis of data are used to narrow the gap between the attainment of boys and girls. The school has invested in topics and reading books which are of interest to boys and girls. Children work in both mixed and single sex groupings. Where a decision needs to be made in regard to splitting students based on gender the School will consult the DfE non-statutory guidance on this issue and refer to MERIDIAN TRUST Guidance of Transgender students Male and female staff are employed at the school, adverts welcome applications from either sex. |
| In relation to gender reassignment the evidence we have tells us | <ul style="list-style-type: none"> The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the school follow. The Trust has a Transgender Guidance document for the School to use as needed. No data is recorded on gender reassignment in the school therefore the potential for victimisation is minimised. |
| In relation to pregnancy and maternity the evidence we have tells us | <ul style="list-style-type: none"> We give staff on maternity leave or pregnant the same rights as other staff and include them in relevant school information during leave. The school policies include flexibility in staff's absence in view of childcare and parenting emergencies. We support staff wishing to take paternity or adoption leave. |
| In relation to age the evidence we have tells us | <ul style="list-style-type: none"> Staff range in age from 19 to 77. We follow the Meridian Trust recruitment policy and Equality and diversity policies. We use the EPM portal, TES and local sources of advertising for posts. |

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| | <ul style="list-style-type: none"> The school returns the relevant monitoring forms |
| <p>In relation to religion and belief the evidence we have tells us</p> | <p>The school welcomes children and families of all religions equally. Where religious beliefs can be supported in the school they are, for example the inclusion of tracksuits and trousers within the uniform. Where religious beliefs can be supported in the school they are, for example the inclusion of a hijab, turban or other religious coverings. The school does not hold performance data on groups of religious nature. Through its World views (RE), PSHE and collective worship programmes the school offers opportunities for children to discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging children to reflect on their own and others' beliefs and reasons for their actions. All children and staff are given equal value independent of their personal belief or religion. Due regard and mention is given to different religion's celebration days and events. Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies.</p> |
| <p>In relation to sexual orientation the evidence we have tells us</p> | <ul style="list-style-type: none"> No data about the sexual orientation of staff or parents is collected in school therefore there is no potential for victimisation. Correspondence is addressed to 'Parent/Carer of name of child' so that there is total equality of treatment of all family situations. Children are taught the differences between the sexes and that some people are of different sexual orientations and that that is acceptable in our society. |
| <p>In relation to MARRIAGE AND CIVIL PARTNERSHIP the evidence we have tells us</p> | <ul style="list-style-type: none"> We have a range of different partnerships within the staff and all are respected for their own arrangements. Children are taught that there are different family units and difference is a good thing within our PSHE curriculum All school job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. All individuals are treated equally, regardless of their marital status. |

At The Bluecoat School we want to promote Equality and Diversity through our objectives:

1. To ensure that identified gender plays no role in limiting the opportunities for students in all areas of the curriculum and wider school life;
2. To further develop the understanding of staff, students, parents and other members of the community regarding different races and customs;
3. To raise staff awareness of the Equalities Duty and the part that each of us plays
4. To ensure that disadvantaged groups of students achieve in line with their peers.

At The Bluecoat School we want to promote Equality and Diversity through our Action Plan

The Bluecoat School Primary School Equalities Objectives and Action Plan September 2024

| Objective | Which protected group will this most influence | How will we know we have achieved the objective | Lead and other key players | Actions and timescale |
|---|--|---|----------------------------|--|
| To raise staff awareness of the Equalities Duty and the part that each of us plays. | All groups | All staff will have received training from "A Whole School Approach to Teaching About Protected Characteristics". | SLT | <p>Learn about the current legislation and guidance around protected characteristics</p> <p>Explore resources for teaching about equality and protected characteristics Explore the importance of a whole school approach to working around equality and inclusion.</p> <p>Ensure that concerns regarding discrimination against a protected characteristic are appropriately logged</p> |
| To ensure that disadvantaged groups of students achieve in line with their peers. | All groups | Achievement and attendance match non - disadvantaged peers | Subject/ phase leaders | <p>Monitor and track achievement data and attendance of both NDS and DS Termly</p> <p>Act on any patterns/ trends with support put in place for pupils.</p> |

| Objective | Which protected group will this most influence | How will we know we have achieved the objective | Lead and other key players | Actions and timescale |
|---|--|---|-----------------------------------|---|
| To further develop the understanding of staff, students, parents, and other members of the community regarding difference and diversity | All groups | <p>Continued community events which incorporate different cultures, beliefs and religions</p> <p>Children have increased access to lessons, experiences and assemblies which recognise and celebrate equality and diversity</p> | <p>Subject leaders</p> <p>SLT</p> | <p>Continue to identify opportunities in the curriculum where children can broaden their understanding e.g. other cultures, other countries, famous people from ethnic minority groups, religious festivals etc.</p> <p>Use assemblies to explore themes around equality and diversity.</p> <p>Ensure the curriculum displays and enrichment activities promote role models and heroes that young people positively identify with and ensure these reflect diversity in terms of race, gender, sexuality and disability</p> <p>Visitors from a range of backgrounds invited in to share career paths and generate an excitement in learning</p> <p>Continued whole school events which welcome the whole community including Whole school annual culture and diversity day</p> <p>Encourage parent participation in school events</p> |

The school maintains good relations and consults with the trades union, locally and regionally on matters of equality and diversity and nationally through Meridian Trusts Joint Consultation and Negotiation Committee (JCNC). All students and staff receive appropriate training in the protected characteristics and how to raise a concern or make a complaint about discrimination