Raddlebarn Primary & Nursery School

Equality Information and Objectives 2025

Statement of intent

Raddlebarn Primary & Nursery School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This information and objectives will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

1.1. This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

1.3. This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedures Policy

1.1. The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

1.5. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

1.5. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

1.1. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

1.5. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other

detriment. 1.5. The responsible body for the school is the governing board or the LA.

1.10. The school will promote equality of opportunity for all staff and job applicants.

2. Principles and aims

2.1. We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

2.1. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

2.3. The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

2.1. The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

2.5. The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.

2.5. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

2.7. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

2.8. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

2.5. The school will ensure that all staff comply with the appropriate equality legislation and regulations.

2.10. The school follows Birmingham City Councils admissions policy which will not discriminate against any protected characteristic in any way.

2.11. The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and

showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. Roles and responsibilities

3.1. The responsible body will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

3.2. The headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

3.3. Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.

- Identify and challenge bias and stereotyping within the curriculum and
  the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

3.1. Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to a member of staff.
- Abide by all the school's equality and diversity policies, procedures and
  codes.

4. Equality objectives

4.1. The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

- Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups, and to review the curriculum considering new performance measures
- Improve the quality of support for pupils in all vulnerable groups in the classroom
- Continue to explore the use of new technologies and resources to support pupils in all vulnerable groups in accessing their learning.

4.1. The school will update all published equality documentation annually and will publish its objectives at least every four years.

5. Collecting and using information

5.1. The school will collect equality information for the purpose of:

- Identifying key issues
- Assessing performance.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

5.1. The school will use the information they obtain to analyse any gaps present in their equality documentary

5.3. Any personal data the school collects will be processed in accordance with the Data Protection Policy.

6. Publishing information

6.1. The school will publish information to demonstrate its compliance with the Act.

6.2. The school will report to the governing board.

7. Promoting equality

7.1. In order to meet our objectives, the school has identified the following priorities:

- The school will provide auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.
- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The school will ensure that all forms of prejudice-motivated bullying is taken seriously, recorded and dealt with equally and firmly.
- Activities will be designed to meet the abilities of all pupils.
- There will be a clearly defined disciplinary system stipulated in the Behavioural Policy, which will be consistently enforced.
- The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.
- The school will ensure there is adequate access to the physical environment of the school.
- The school will improve the delivery of written information to disabled children and young people.
- The school will seek the views of advisory staff, outside agencies and local schools.
- There will be clear curriculum content to raise awareness of equality and diversity.

7.1. The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

7.3. Equality objectives will be published at least every four years commencing on the date of the last publication.

7.4. Bullying and prejudice will be carefully monitored and dealt with accordingly.

7.5. Training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing prejudice-related incidents

8.1. The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

8.1. The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

8.3. If incidents continue to occur, the school will address them immediately, record and report them.

9. Appeal process

9.1. Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.

9.2. The school will adhere to the Complaints Procedures Policy when following the grievance procedure.

10. Curriculum

10.1. All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

10.2. When planning the curriculum, the school will take every opportunity to promote and advance equality.

10.3. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

10.4. The school will develop an appropriate curriculum for all pupils in all vulnerable groups.

10.1. The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

11. Monitoring and review

11.1. The headteacher will review this policy annually, to ensure that all procedures are up-to-date.

11.1. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

11.3. Any changes made to this policy will be communicated to all members of staff.

The school uses a variety of data sources to rigorously track the attainment and achievement of all groups of children including but not limited to gender, ethnicity and disability

• If the school identify an underachieving group of children, additional measures are put in place to enable each child to reach their potential

Equality Summary

A new Equality Act began in 2010. This replaced:

• Disability Discrimination Act
• Race Relations Act
• Sex Discrimination Act

The new act gave schools a public sector equality duty (PSED) to advance equality of opportunity between people who share a protected characteristic and those who do not. There are 8 protected characteristics: race, gender, religion, disability, sexual orientation, gender reassignment, pregnancy and age.

The Equality Act demands, that from September 2012, schools and LAs have a duty to supply auxiliary aids and services, for disabled students, as reasonable adjustments, where they are not being supplied through SEN Education Health and Care Plans or Statements or from other sources.

What can be classified as a disability?

There is no exhaustive list of conditions that qualify as a disability as the focus is on the effect the impairment has. While some impairments, particularly visible ones, are easy to identify, there are many which are not so immediately obvious. Conditions that can qualify are:

• Autistic Spectrum Conditions
• Dyslexia
• Dyspraxia
• Asthma
• ADHD
• Learning Difficulties
• Mental health conditions including OCD, depression, eating disorders, personality disorders and some self-harming.

What is a reasonable adjustment?

Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.

…this will particularly be the case where a disabled child does not have an SEN statement or where the statement does not provide the auxiliary aid or service.

At Raddlebarn Primary School, we work very hard to ensure that we fulfil our Public Sector Equality Duty and advance the equality of opportunity of our students.

SEND – Special Educational Needs and Disabilities

If you’d like to read more about how we deal with SEND at our school, you can do so on our SEND page.