



**BEXTON PRIMARY SCHOOL**  
**EQUALITY INFORMATION AND OBJECTIVES STATEMENT**  
**Autumn 2020-2023**

**Statement**

Schools can have a major influence on the attitudes of society and of those we educate. We are in a powerful position to bring about change for the good. We aim to give confidence and promote awareness of the valuable contributions of all members of our society. Within the philosophy of the school it is recognized that all children are entitled to full access to the curriculum regardless of any of the nine protected characteristics. Bexton Primary School supports the aims of the Public Sector Equality Duty 2010, which are to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share a characteristic and those who do not
3. Foster good relations between people who share a characteristic and those who do not

Bexton Primary School welcomes the inclusive principles and requirements of the legislative equalities duties pertaining to Disability, Gender and Community Cohesion. We are committed to promoting equal opportunities and combating discrimination for all members of our school community by:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remote inequalities and barriers that already exist
- We consult and involve widely
- Society as a whole should benefit
- We base our practices on sound evidence

No member of our communities will be discriminated against, harassed or receive less favourable treatment on the grounds of the 'protected characteristics' described in the Equality Act 2010 as: race, age, disability, marriage and civil partnership, pregnancy and maternity, gender reassignment, age, religion and beliefs, sex or sexual orientation. We will work with staff, students and others (where required) to promote an integrated and cohesive community that reflects the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## Equality Objectives 2020-2023 Bexton Primary School Action Plan

| Protected Characteristics | Objective  | Actions to be taken   | Review of measures taken | Relevant documentation  |
|---------------------------|--|---|--------------------------|---|
| All                       | Raise pupil awareness of recognising and respecting differences  | <p>Continued review and development of the curriculum to ensure positive attitudes are developed in children towards disabled people, between groups and communities that are different to each other in terms of ethnicity, age, culture, religious affiliation, national origin or national status.</p> <p>To develop the use of 'No Outsiders' materials in our PSHRE lessons until they are firmly embedded.</p> <p>Once COVID-19 restrictions are lifted, involve pupils in the development of the curriculum.</p> |                          | <p>Curriculum Policy</p> <p>PSHRE scheme of work</p><br><p>No Outsiders materials</p> |
| All                       | To ensure displays and resources around the school celebrate differences and diversity.                    | <p>Subject leaders to ensure displays for their subject take account of and reflect positively different ethnicities, gender, religious faiths and disabilities.</p> <p>Assemblies promote positive role models and tackle discrimination.</p>  |                          | <p>Schemes of work</p> <p>Curriculum Policy</p>                                       |
| All                       | To continue to develop sound policies that take account of evidence, best practice and stakeholders' views | <p>Consult and involve stakeholders in the development and review of policies.</p> <p>Use research &amp; best practice to develop academy based policies and deliver training.</p> <p>Annual review of this action plan, following discussion with stakeholders.</p>  |                          | <p>Vision documents</p>   |
| Race, disability          | To narrow any attainment gaps between pupils based on gender, ethnicity, or any additional needs           | <p>Detailed analysis of children's attainment throughout the year using all assessment data.</p> <p>Regular discussions with staff to understand the barriers to children's progress.</p> <p>Implementation of interventions for pupils who are in need of additional support.</p> <p>Purchase of resources to support the progress of children in need of additional support.</p>  |                          | <p>Assessment Policy</p> <p>Intervention timetables</p> <p>Reports to governors</p>   |