



THE BEMROSE SCHOOL

Equality information and objectives (public sector equality duty) statement for publication Policy

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Introduction

The Bemrose School has due regard to the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities.

The Bemrose School meets all the requirements of this legislation.

The Bemrose School defines the policy expectation and is linked to the Equality & Diversity Policy.

Legal Framework

[The Equality Act 2010](#)

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)

Under specific duties schools are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

The [Public Sector Equality Duty](#) came into force across Great Britain on 5 April 2011. It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

Policy guidance

What is the Equality Act 2010?

The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The new law should make it easier for school leaders and governors to understand their legal responsibilities and tackle inequalities in education.

In England and Wales, the Act applies to all maintained and independent schools, as well as academies and free schools. It covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- How it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

What actions and behaviours are unlawful?

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination
- Indirect discrimination
- Failing to make reasonable adjustments for disabled pupils or staff
- Discrimination arising from disability
- Harassment related to a protected characteristic
- Victimisation of someone because they have made, or helped with, a complaint about discrimination

Protected characteristics

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age
- Disability
- Gender reassignment

- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The protected characteristics of age and marriage and civil partnership apply to schools & academies as employers, but not in relation to their provision for pupils.

Public Sector Equality Duty

Since April 2011, schools and academies have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the “Equality Duty”).

The Equality Duty replaces the previous three sets of duties on schools and academies to promote disability, gender and race equality through having equality policies and action plans for these groups. Some schools and academies chose to meet these previous duties by combining the three policies into a “single” equality policy.

There is now no requirement for schools and academies to have equality policies, schemes and/or action plans. This has been made clear in the updated list of statutory policies for schools and academies from the Department for Education (DfE).

The new Equality Duty has two parts: the “general” duty and “specific” duties.

The general duty is the overarching legal requirement for schools and academies and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools/academies are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

The two specific duties for schools/academies aim to assist them to meet the general duty. Schools and academies should have complied with these two duties from April 6, 2012. They are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

What is meant by ‘due regard’?

Having due regard means that schools and academies must consciously think about the three aims of the Equality Duty as part of decision-making, developing and reviewing policies and how they deliver services.

According to advice for school leaders and governors from the DfE: “The duty to have ‘due regard’ to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.”

Publishing equality information

As a minimum, schools/academies should publish information on:

- The diversity of the school population.
- How they are performing in relation to the three aims of the Equality Duty?

Measurable objectives

The Bemrose School can set equality objectives to tackle any issues of discrimination, inequality and disadvantage.

Objectives might be linked to challenges the school is already responding to in the School Improvement Plan, or can address issues and concerns identified through consultation with pupils, staff and parents.

Some of the challenges that equality objectives can address include:

- Narrowing gaps in attainment between groups of pupils, for example girls and boys
- Improving school attendance of pupils from particular groups being disadvantaged and WROMA
- Increasing the participation of particular groups in school activities of disadvantaged
- Improving the outcomes of those who are SEND
- Improving the participation and engagement of different groups of parents and communities

Specific and measurable explained

It is a statutory requirement that equality objectives are “specific and measurable”. This is to make sure that objectives are not vague or flimsy statements, but reflect achievable and measurable improvements that the school wishes to make.

Objectives should be clearly focused and demonstrate measurable outcomes. Including a time framework, that indicates when an objective will have been in part or wholly achieved, will also enable success to be measurable.

Equality objectives should be clearly relevant to the groups with protected characteristics named in the Equality Act, but may refer also to groups disadvantaged by social and economic factors.

Here are three examples of objective statements that aim to address equality priorities, but would not meet the requirement to be “specific and measurable”.

- ‘To train staff on how to stretch the most able to ensure expected outcomes’
- ‘To increase the percentage of boys in key stage 2 achieving a standard score above 100 in mathematics’
- ‘To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children in the school’

Here are the same objective statements that have modified to make them “specific and measurable”.

- ‘By September 2019, 90 per cent of the staff will feel confident in delivering skills that stretch and challenge.’
- ‘By the end of the 2018/19 school year, the percentage of boys in key stage 2 achieving ARE or above in reading, writing and mathematics will increase from 15 to 33 per cent, and to 50 per cent by the end of 2019/20’
- ‘The attendance rates of Gypsy Roma Traveller pupils will improve year-on-year to meet a target of 94.5 per cent attendance by the end of 2019/20’

How many equality objectives?

There is no requirement for The Bemrose School to publish a set number of equality objectives. The approach should be proportionate. However, given the wide range of equality issues in schools, it is likely that many will wish to publish more than one objective.

DfE advice for school leaders and governing bodies states that a school “should set as many objectives as it believes are appropriate to its size and circumstances; the objectives should fit the school’s needs and be achievable”.

It is up to The Bemrose School to decide on the format they will adopt for publishing equality information and objectives. For most, setting up an equalities page on their website will be the best approach.

The school may also find it useful to publish some information on the following alongside each objective:

- Why objectives have been chosen, including any relevant consultation and engagement?
- A short description of what is going to be done to achieve each objective

What next?

The Bemrose School should keep their equality objectives under review as they would with elements of any School Improvement Plan. Developing an improvement plan can help map activities that will be needed to achieve an objective. There is no requirement, however, to publish an explicit and separate improvement plan. It is also good practice to publish some information on the progress that is being made towards meeting the equality objectives the school has set itself.

The role of school governing boards

Governing boards are the “responsible body” for ensuring that The Bemrose School meets the requirements of equality legislation. Essentially this means they should:

- Ensure the school takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
- Support and guide the school to have “due regard” for equality in all its functions.
- Ensure the school complies with the Equality Duty and meets the two “specific duties” for schools.

PERFORMANCE INDICATORS

- 1. To report on the measurable objectives highlighted in pages 4 and 5.**
- 2. To have no equality challenges.**

Appendix 1

Equality Objective- The Bemrose School

Previous objectives see 2018-20 School Improvement Plan Milestones for Impact

Current plan

Objectives 20-22	Planned Actions linked to SIP	Expected Impact
Improve pupils behaviour around school	<p>Raise pupils expectations through all staff consistently following policies and procedures</p> <p>Promote a positive and respectful school culture through developing relationships between staff and pupils [PD 1.3]</p> <p>Create appropriate learning pathways to support the needs of the young person [Qual-Out-1.1;1.4]</p>	<p>Behaviour data shows a downward trend across phases</p> <p>Pupils are respectful</p> <p>Good behaviour and language is visibly modelled by staff and pupils</p> <p>Relationships between staff and pupils continues to improve</p> <p>A programme of CPL is offered to new and existing staff</p> <p>Pupils with SEND needs receive appropriate and targeted interventions</p>
Improve whole school attendance to above national averages	<p>Improve whole school attendance to, or above, the national average (95.2%), Primary (95.8%), Secondary (94.5%)</p> <p>Improve WROM pupil's attendance above the national average for WROM pupils (87%)</p> <p>Improve year 11 pupils attendance to 94.5% or above</p> <p>Reduce the persistent absence of all pupils to 11.2% or below</p>	<p>Whole school attendance will increase to at, or above the national average figure (95.2%)</p> <p>Y11 attendance is 94.5%</p> <p>WROM pupils attendance is at, or above the national average for GRT pupils (87%)</p> <p>Parents & families are more engaged in their child's education and understand the implication of poor school attendance and punctuality</p> <p>Parents and families from new communities feel supported</p> <p>Fewer penalty notices and court proceedings for WROM parents</p> <p>The number of pupils who are persistently absent reduces to 8.7% in the Primary</p>

<p>Curriculum - to ensure the curriculum is designed to meet the needs of all pupils at each stage of education and beyond.</p>	<p>Audit of current provision at school, phase and area level to inform next steps. [B&A 1.6] Construct SOW/L in each area and phase that provide opportunities for all pupils. [Qual-T&L-1.1;1.2] Review and amend latest SOW/L and schematic plans by age, stage and subject during year 1 [Qual-T&L-3.2] Ensure the curriculum model allows for the creation of appropriate pathways, catering for all starting points. [B&A 1.6] Evaluate the curriculum against intended outcomes, to ensure it meets the needs of all pupils</p>	<p>Phase, and 13.9% in the Secondary</p> <p>Identify strengths and areas to develop for each area or phase. Construction of SOW/L will take place in each area and phase, creating LTPs that ensure pupils are making the required progress and are therefore ready for the next stage of learning. Bespoke provisions are designed and in place where appropriate. 80% of students with prior data follow a P8 pathway Students without prior data – 40% to have P8 pathway</p>
<p>Outcomes - from starting points, pupil progress, particularly SEND and disadvantaged pupils will be tracked.</p>	<p>Staff are held to account for the progress of their pupils. Review the use of effort grades at Data Drops to support the development of positive AtL/learning habits to positively impact on outcomes? [B&A-1.6] Tailored interventions are in place for pupils and groups of pupils to match their needs and ensure they make good or better progress. [Qual-T&L-4.5] Evaluate the impact of interventions, ensuring the quality of provision is meeting the needs required for pupils to access the next point of their learning successfully and make the necessary progress.</p>	<p>The number of pupils passing the phonics check increases in line with National 83% (2018) The number of pupils achieving the expected standard at the end of KS1 in R,W and M to increase from 54% towards National 71% (2018) The number of pupils achieving the expected standard at the end of KS2 in R,W and M to rapidly increase from 15% towards National 64% (2018) 85% of children in the primary phase will make 6 steps or above in progress in R, W and M. Average Attainment 8 Score – 37 points Progress 8 Score = -0.1 English P8 Score = -0.1</p>