



## Equality Information and Objectives - Information for school website Public Sector Equality Duty (Updated March 2021)

### Public Sector Equality Duty

We maintain and publish quantitative and qualitative information showing our compliance with the public sector duty (PSE) set out in clause 149 of the Equality Act 2010.

The Equality Act 2010 requires academies to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

Bunbury Aldersey CE Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.



## Equality Information

Number of pupils on roll at the school: 171

Age of pupils: 4 to 11

### Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

### Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk\*.

Characteristic	Total	Breakdown (number and %)
Number of pupils	171	Age 4 - 11
Number of staff	15	9 teachers, 5 teaching assistants, 2 support staff
Number of governors	9	
Religious character	C of E	
Attainment on entry	Average	In line with national expectations
Stability	87.9%	National 85.6%
Pupils eligible for FSM	7	4.09%
Deprivation factor	0.4%	ASP 2019
Disabled staff	1	1/30 3.3%
Disabled pupils (SEN/LDD)	0	
Disabled pupils (no SEN)	0	
BME pupils	3	3/171 1.75%
BME staff	0	
Pupils who speak English as an additional language	2	2/171 1.16%



Average attendance rate	97%	
Significant partnerships, extended provision, etc.		Bunbury Badgers 7.45am – 9.00am, 3.15pm -6pm 51 weeks of the year
Awards, accreditations, specialist status		National Support School RRSA Silver level Ofsted Good January 2020

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

### **Eliminating discrimination and other conduct that is prohibited by the Act**

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Bunbury Aldersey Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Maintaining our status as a Rights Respecting School

### **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times



## **Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it**

We foster good relations by:

- Ensuring that Bunbury Aldersey Primary School is seen as a role model for equality and inclusion within our local community. Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

### **Equality Objectives**

At Bunbury Aldersey Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives.

Objective 1: To raise levels of attainment for all learners, irrespective of race, gender, disability, sexuality, vulnerability or socio-economic status.

Objective 2: To promote understanding and respect for differences through our Rights Respecting school status and Global learning partnership.

Objective 3: To mental health and well-being through curricular and extra-curricular opportunities.

Objective 4: To develop pupils spiritual, social, emotional and moral understanding through promoting strong moral beliefs including British and Christian values.



# Equality Statement

## 1. Vision and Values

Our school makes all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our vision and values promote equality and tackle discrimination.

RCSAT is committed to equal opportunities. Our schools:

- Follow a Learning without Limits philosophy that resists notions that ability is fixed
- Offer a choice of learning challenges
- Respond to children's diverse needs
- Overcome potential barriers to learning and assessment

RCSAT has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

Our work is underpinned by **our guiding principles**:

### 1. 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 religious or non-religious affiliation or faith background
- Whatever their sexual identity

### 2. We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference 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
- Religion, belief or faith background
- Sexual identity



### 3. We foster positive attitudes and relationships and a shared sense of interconnection and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people 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 and homophobic assessment

### 4. We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identify 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:

- Disabled and non-disabled people
- People who are vulnerable
- People with low socio-economic backgrounds
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

### 6. Society as a whole should benefit

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:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight



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## Our Equality Objectives

We develop specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.



# Legal Background

## Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

At RCSAT we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

## General duties

### **Disability general duty** – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities





### **Gender general duty – Sex Discrimination Act as amended by the Equality Act 2006**

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

### **Race general duty – Race Relations Amendment Act 2000**

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

### **Community cohesion duty – Education and Inspections Act 2006**

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

### **Specific duties: disability, gender and race**

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Our school equality scheme will be published on our website. At RCSAT we will publish information annually about equality.



### 3. Roles and Responsibilities

The Board of Governors, supported by the Executive Headteacher/Principal and staff, is responsible for ensuring the implementation of this scheme.

#### Commitment to implementation

The Executive Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Executive Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Disability equality (including bullying incidents)	Inclusion Manager
SEN/LDD (including bullying incidents)	Inclusion Manager
Children Looked After	Pastoral Manager
Safeguarding & Vulnerable children	Pastoral Manager
Accessibility	Premises / Health and Safety Committee
Gender equality (including bullying incidents)	Pastoral Manager
Race equality (including racist incidents)	Pastoral Manager
Equality and diversity in curriculum content	All teaching staff
Equality and diversity in pupil achievement	All teaching staff
Equality and diversity – behaviour and exclusions	All teaching staff
Participation in all aspects of school life	All staff
Impact assessment	Principal
Stakeholder consultation	Governors
Policy review	Governors
Communication and publishing	Executive Headteacher/Principal

#### Commitment to review

The school equality scheme will be aligned with the School Development Plan and Premises / Accessibility Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.



## Commitment to action

	<b>Governors will:</b>
Policy Development	<ul style="list-style-type: none"><li>• Provide leadership and drive for the development and regular review of the school's equality and other policies</li></ul>
Policy Implementation	<ul style="list-style-type: none"><li>• Provide leadership and ensure the accountability of the Principals and senior staff for the communication and implementation of school policies</li><li>• Highlight good practice and promote it throughout the school and wider community</li></ul>
Behaviour	<ul style="list-style-type: none"><li>• Provide appropriate role models for all managers, staff and pupils</li><li>• Congratulate examples of good practice from the school and among individual managers, staff and pupils</li><li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li></ul>
	<b>Principals and senior staff will:</b>
Policy Development	<ul style="list-style-type: none"><li>• Initiate and oversee the development and regular review of equality policies and procedures</li><li>• Consult pupils, staff and stakeholders in the development and review of the policies</li></ul>
Policy Implementation	<ul style="list-style-type: none"><li>• Ensure the effective communication of the policies to all pupils, staff and stakeholders</li><li>• Ensure that managers and staff are trained as necessary to carry out the policies</li><li>• Oversee the effective implementation of the policies</li><li>• Hold line managers accountable for effective policy implementation</li></ul>
Behaviour	<ul style="list-style-type: none"><li>• Provide appropriate role models for all managers, staff and pupils</li><li>• Highlight good practice from faculties, individual managers, staff and pupils</li><li>• Provide mechanisms for the sharing of good practice</li><li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>• Ensure that the school carries out its statutory duties effectively</li></ul>



- Line managers will:**
- |                       |                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy Development    | <ul style="list-style-type: none"><li>• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li></ul>                                                                                                                                                                    |
| Policy Implementation | <ul style="list-style-type: none"><li>• Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li><li>• Be accountable for the behaviour of the staff team, individual members of staff and pupils</li><li>• Use informal and formal procedures as necessary to deal with 'difficult' situations</li></ul> |
| Behaviour             | <ul style="list-style-type: none"><li>• Behave in accordance with the school's policies, leading by example</li><li>• Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)</li></ul>                                                                                                                                |
| Public Sector Duties  | <ul style="list-style-type: none"><li>• Contribute to managing the implementation of the school's equality scheme</li></ul>                                                                                                                                                                                                                                                                |

- All staff: teaching and non-teaching will:**
- |                       |                                                                                                                                                                                                                                                                                    |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy Development    | <ul style="list-style-type: none"><li>• Contribute to consultations and reviews</li><li>• Raise issues with line managers which could contribute to policy review and development</li></ul>                                                                                        |
| Policy Implementation | <ul style="list-style-type: none"><li>• Maintain awareness of the school's current equality policy and procedures</li><li>• Implement the policy as it applies to staff and pupils</li></ul>                                                                                       |
| Behaviour             | <ul style="list-style-type: none"><li>• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme</li><li>• Provide a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul> |
| Public Sector Duties  | <ul style="list-style-type: none"><li>• Contribute to the implementation of the school's equality scheme</li></ul>                                                                                                                                                                 |

## Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We will continue to consult various stakeholders on this scheme and on our policies.

## Impact Assessment

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. A full report of outcomes will be sent to the governors each Autumn term.



## 4. Action Plan

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
1 <b>To raise levels of attainment for all learners</b>	race, gender, disability, sexuality, vulnerability, socio-economic status	<ul style="list-style-type: none"> <li>Survey pupil opinion in school council meetings each term and report to GB</li> </ul>	NB/EA	By July 2021	
		<ul style="list-style-type: none"> <li>Review</li> </ul>	PE Lead	By July 2021	
		<ul style="list-style-type: none"> <li>Purchase new resources for the school library/resource bank that provide positive role models for gender, same sex relationships and minority groups</li> </ul>	NB/NM	September 2020	
		<ul style="list-style-type: none"> <li>Review attainment data to ensure that there is no gender bias. Compare key group attainment data with national data and non-key group data. Develop an action plan to address any short comings</li> </ul>	Principal Class teachers	Ongoing Educater termly analysis + Pupil Progress meetings	
		<ul style="list-style-type: none"> <li>Train a member of staff in Stonewall to lead on LGBT</li> </ul>	CS	September 2020	
		<ul style="list-style-type: none"> <li>Introduce No Outsiders as part of RSHE</li> </ul>	CS/NB	January 2021	
		<ul style="list-style-type: none"> <li>Deliver staff training on Stonewall to all staff</li> </ul>	CS/NB	September 2021	
		<ul style="list-style-type: none"> <li>Develop links with centres of excellence for PPremium so that pastoral care is developed further</li> </ul>	KC	December 2021	



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Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
2 <b>To promote understanding and respect for differences through our Rights Respecting school status and Global learning partnership.</b>	Disability Ethnic Minority groups	<ul style="list-style-type: none"> <li>Arrange a school visit from a paralympic athlete through PE / Sports links</li> </ul>	PE lead DF		By January 2022
		<ul style="list-style-type: none"> <li>Develop links with religious groups/leaders of other faiths</li> </ul>	LH		By September 2021
		<ul style="list-style-type: none"> <li>Provide a range of resources such as library books, posters etc that promote positive images of disability and ethnicity</li> </ul>	NB All teachers		By September 2021
		<ul style="list-style-type: none"> <li>Train a member of staff to lead on Global learning partnership and disseminate to all staff</li> </ul>	CH		By July 2021
		<ul style="list-style-type: none"> <li>Attain RRSA Gold award</li> </ul>	CH/HM		By January 2021

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
3. <b>To develop mental health and well-being through curricular and extra-curricular opportunities.</b>	Mental health	Embed HEARTSMART (a primary school resource that builds resilience, emotional intelligence and active empathy in children) within RSHE curriculum	NB/CS All teachers	Autumn 21	January 21
		(CPD) for staff about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if			September 21



they think they have spotted a developing problem.

Embed Peer mentoring so that pupils who have been identified with mental health problems have a buddy to confide in.	All teachers	September 21	January 22
Pastoral Manager and SENCO to implement a healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.	KC/ JC	September 21	December 21

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
<b>4. To develop pupils spiritual, social, emotional and moral understanding through promoting strong moral beliefs including British and Christian values.</b>	Spiritual, social and moral	Develop links with religious groups/leaders of other faiths	LH/NB	Autumn 21	October 21
		Attain RRS Gold award	CS/HM All teacher	Autumn 21	September 21
		Provide a range of resources such as library books, posters etc that promote British and Christian values	NB	Autumn 21	October 21
		Subject leads to review British values being taught and monitor opportunities in their subjects where these values can be demonstrated	All staff		October 21



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Faculties review schemes of work and highlight topics which broadly reflect these values	All staff	December 21
RE lead to plan worship cycle to reflect a range of British and Christian values	LH/CH	Termly

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