

# BLOXHAM C OF E PRIMARY SCHOOL

## *SINGLE EQUALITY PLAN 2021-2024*

### Introduction

This plan applies to all aspects of school life at Bloxham Primary School relating to how our school treats pupils and prospective pupils; their parents and carers; members of staff, governors and members of our community.

In line with our Mission Statement, all staff at Bloxham Primary School are committed to ensuring equality of education and opportunity for all, irrespective of 'protected characteristics' (defined below). We aim to develop a culture of inclusion and diversity in which all those connected to the school are encouraged to participate fully in school life and to feel proud of their identity.

The [Public Sector Equality Duty 2011](#) has three aims under the general duty for Schools / Academies and Settings:

- **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.
- **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.
- **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.

At Bloxham C of E Primary School, we have considered how well we currently achieve these aims with regard to the following protected characteristics:

- Disability
- Gender Reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or Belief – includes lack of belief
- Sex (referred to previously as gender and includes issues of transgender)
- Sexual Orientation
- The protected characteristics of 'Age' and 'Marriage and Civil Partnership' apply to schools as employers, but not with regard to the treatment of pupils or prospective pupils.

In compiling the equality information below we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

[Equality Plan 2021-24](#)

Approved by Governing Board:22-3-21

Review date – to be updated annually: March 2022

- Analysed our effectiveness in terms of equality.

### **Summary of our Equalities Evidence and Effectiveness in Relation to Each Protected Characteristic:**

#### **In relation to DISABILITY, the evidence we hold tells us:**

- We have a very good relationship with a range of agencies, e.g., Communication and Interaction Team, Educational Psychology service, Disability Specialist Teachers, School Nurse
- We have placed mental health as a priority by providing a dedicated Nurture Lead, Nurture TAs, Home-School Community Link Worker and the Robin Room
- We have an Inclusion Manager with no teaching responsibility who provides targeted support for pupils, staff, parents and carers
- Our site is accessible and any barriers are dealt with as part of our Accessibility Action Plan
- We have successfully applied for Education, Health and Care Plans for our highest-need pupils
- We teach children to respect others and to value diversity.
- We encourage pupils to know that not all disabilities are visible.
- We enable pupils with a disability an opportunity to share this with their class if they feel happy to do so.
- We ensure that all Pupil Profiles for children on the SEND register include children's strengths and we involve pupils in the review process.
- We proactively assess the needs of all staff and visitors to the school and make reasonable adjustments to meet these needs.

#### **Analysis of effectiveness in DISABILITY:**

- Good overall
- Next steps: Enable children to see more disabled people, possibly by connecting with another school, to foster positive relationships.

#### **In relation to GENDER REASSIGNMENT the evidence we hold tells us:**

- Pupils have opportunities to talk to adults in a safe, non-judgemental way.
- All classes have Worry Boxes for children to seek support.
- We can signpost parents / carers / pupils to other agencies for more specialist support.
- The school ethos does not negatively impact individuals who might be questioning their gender identity.

#### **Analysis of effectiveness in GENDER REASSIGNMENT:**

- Next steps: More training for nurture team in this area so that needs of individuals can be met.

#### **In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:**

- Not applicable for primary age pupils.
- However, we have evidence that we strongly support expectant mothers and fathers on the school staff. This includes changes of duty as appropriate and support during maternity / paternity leave and upon return to work.
- Personnel files considering requests i.e. leave, change in job requirements, appropriate cover arranged for medical appointment attendance

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### **Analysis of effectiveness in PREGNANCY AND MATERNITY**

- Good overall
- No next steps identified at current time

### **In relation to RACE, (this includes ethnic or national origins, colour or nationality) the evidence we hold tells us:**

- We use My Concern and Arbor to report and record all racist incidents.
- Racist incidents are followed up by class teachers, reported to phase leaders and parents / carers. Appropriate actions are followed, depending on the age and level of understanding of the perpetrator. Relationships are re-built and followed up.
- Children are taught to respect each other and to value diversity.
- We ensure our curriculum includes a variety of role models and positive images of different races / cultures / countries.
- We recognise that we have a high proportion of White British pupils and staff.
- We analyse attainment by race to identify any discrepancies and act upon results.

### **Analysis of effectiveness in RACE:**

- Good overall
- Next steps: Ensure we are pro-active in promoting all races in our school, with its high proportion of white British pupils and staff.

### **In relation to RELIGION OR BELIEF (this includes lack of belief), the evidence we hold tells us:**

- Bloxham Primary School celebrates its distinctive characteristic as a Church of England (Controlled) School and makes sure that our pupils have the opportunity to learn about all cultures and world religions.
- A regular schedule of visitors from other faith and no faith attend the school
- Regular opportunities for pupils to visit other places of worship are timetabled across the year groups
- Evidence that we help children learn about all religions and beliefs through a strong collective worship schedule, well adapted curriculum with strong links with leaders from other faith to enhance the pupils learning
- All religions and beliefs are welcomed and accommodated, although it is recognised there is limited diversity in the School.
- Children have the opportunity to not partake of prayers and church services due to their beliefs or lack of belief.
- We allow other religious holidays as authorised absences.

### **Analysis of effectiveness in RELIGION AND BELIEFS**

- Good overall
- Next steps: analyse whether other religions participate in school life.

### **In relation to SEX, the evidence we hold tells us:**

- We maintain separate tracking data by sex and act upon any concerns (for example, by investigating our teaching of writing to ensure it is equally accessible and engaging to both sexes).

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- We ensure that all activities are open to both sexes.
- We teach children, through our PSHE programme, but also as it arises, to be aware of and challenge stereotypes and we question perceptions individuals might hold.
- We employ staff of both sexes but recognise that female staff outweigh male staff in all roles within the school.
- Both men and women have equal access to CPD and promotion opportunities.
- We treat both sexes equally while supporting their choices.

#### **Analysis of effectiveness in SEX:**

- Good overall
- Next steps: when restrictions are lifted, positively encourage more male volunteers to visit school, e.g. hearing readers, speaking in assemblies, to address the imbalance of sexes in the adult school community

#### **In relation to SEXUAL ORIENTATION, the evidence we hold tells us:**

- We proactively support all Staff, Parents and Carers and visitors from all sexual orientations.
- We have posters / displays which show a range of family types
- Strong PSHE coverage through the Jigsaw programme addresses sexual orientation
- Homophobic language or incidents are reported on Arbor and My Concern, and followed up by Phase Leaders and reported to parents / carers.

#### **Analysis of effectiveness in SEXUAL ORIENTATION**

- Good overall
- Next steps: ensure there are books in all classrooms and the library that represent a wide range of family types.

#### **In relation to AGE, the evidence we hold tells us:**

(This protected characteristic does not apply to pupils)

- Our staff ages range from 21 to over 60
- Our volunteer ages range from post 16 to past retirement age
- Pupils are given the opportunity to meet older members of the community through lunchtime session as well as volunteers in classrooms
- Equality notices are included on job descriptions and advertising

#### **Analysis of effectiveness in AGE:**

- Good overall
- Next steps: Check to ensure that CPD and promotion is accessed by staff across the age-range

#### **In relation to MARRIAGE AND CIVIL PARTNERSHIP, the evidence we hold tells us:**

(This protected characteristic does not apply to pupils)

- Staff / Governors represent a wide range of married / not married / divorced / separated / civil partnerships
- No negative impact of being married or not, or being in a civil partnership or not, is evident

- Children are taught about relationships as part of Relationships Education through the PSHE programme, and there is no bias in how marriage / civil partnerships are presented as compared to any other type of relationship

**Analysis of effectiveness in MARRIAGE AND CIVIL PARTNERSHIP**

- Good overall
- Next steps: none identified at this time.