



EQUALITY INFORMATION AND OBJECTIVES 2024-2028

'...like a tree firmly planted by streams of water which yields its fruit...'

Psalm 1v3



Bollinbrook CE Primary School Equality Information and Objectives

Recommended by	Statutory
Approved by	Governing Board
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CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2	September 2021	October 2021	L. Le Marinel	Policy update and review objectives
3	September 2024	September 2024	L. Le Marinel	Policy update and review objectives



Mission Statement

... 'a tree firmly planted by streams of water which yields its fruit...' Psalm 1v3

At Bollinbrook CE Primary the Christian value of 'Love' is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, 'like a tree firmly planted by streams of water which yields its fruit...' We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and Guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).



Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

Our headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives.

Eliminating discrimination.

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.
- The Headteacher is responsible for monitoring equality issues, she regularly liaises with senior leaders and governors regarding any issues.

Advancing equality of opportunity

- As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g., pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim pupils to pray at prescribed times)



- Encouraging people who have a particular characteristic to participate fully in any activities (e.g., encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of specific bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, and health (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.
- All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls



Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socioeconomic duty:

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

As 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 special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

Bollinbrook Primary School Equalities Action Plan 2024 – 2028

Priority Area	Actions	Success Measures	Timescale	Lead
1. Leadership & Culture	<p>Renew Equality Objectives based on updated context (SEND rise, EAL, disadvantage).</p> <p>Include EDI focus in termly staff meetings.</p> <p>Increase visual representation of diversity in shared spaces.</p> <p>Assign EDI link governor.</p>	<p>Equality visible in environment.</p> <p>EDI recorded in policy reviews.</p> <p>Staff able to articulate EDI principles.</p>	Year 1–4	HT / SLT / Govs
2. Curriculum & Representation	<p>Curriculum audit for diversity gaps.</p> <p>Increase diverse texts (use library loans, free resources).</p> <p>Embed protected characteristics through PSHE/RSE.</p> <p>Highlight SEND and cultural diversity in assemblies.</p> <p>Ensure representation is normalised across subjects.</p>	<p>More diverse curriculum resources.</p> <p>Pupils recognise a range of cultures, families, identities.</p> <p>Staff confidence improves.</p>	Year 1–4	Subject Leads / SLT
3. Staff Training & Development	<p>Annual training on Protected Characteristics, inclusive practice & unconscious bias.</p> <p>Monthly mini EDI CPD (10 mins at staff meetings).</p> <p>Use free external CPD</p> <p>Include EDI in new staff induction.</p>	<p>Increased staff confidence.</p> <p>Inclusive practice observed in lessons.</p> <p>Reduction in unintentional bias.</p>	Yearly & ongoing	HT / SLT



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4. Inclusive Environment & Belonging	Ensure displays reflect diversity (race, SEND, gender, families, faiths). Increase visual support for SEND pupils. Maintain proactive anti-bullying work. Introduce peer buddy scheme for SEND/EAL/new pupils. Create "Belonging Board" for pupil contributions.	Pupils feel safe and included. Behaviour logs show inclusive culture. High sense of belonging in surveys.	ongoing	SLT / Teachers
5. Tackling Disadvantage & Supporting Families	Maintain low-cost/no-cost uniform options. Review trip costs to retain accessibility. Use grants/charity schemes for enrichment. Provide kind, discreet communication about support. Train staff to recognise hidden financial hardship.	Strong participation in trips/enrichment. Families feel supported without stigma. Reduced financial barriers.	Year 1-4	HT / Admin / SLT
6. SEND Inclusion & Rising Needs	Update SEND Provision Map termly. Increase no-cost classroom scaffolds. Provide parent workshops on SEND needs. Strengthen transitions for high-needs pupils. Continue to use outdoor learning (forest school, pond) for regulation. Expand low-cost sensory tools.	SEND pupils make good progress. Parents report increased confidence. Staff feel more equipped for complex needs.	ongoing	SENDCo / HT
7. Pupil Voice & Leadership	Create Pupil Diversity & Inclusion Group (pastoral). Ensure representation: SEND, PP, EAL, quiet voices. Introduce "You Said, We Did" approach.	Pupils feel listened to. Clear examples of pupil-led change. Inclusive culture in decision-making.	Year 1-4	SLT / Teachers



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	Involve pupils in policy reviews, curriculum ideas, playground changes. Train staff to capture non-verbal/quiet pupil voice.			
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