



Bill Quay Primary School

Equality Objectives

Equality Duty Information 2022

At Bill Quay Primary School, 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 our pupils. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 requires us 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.

Having **due regard** means that at Bill Quay Primary School, we are consciously thinking about the three aims of the Equality Duty as outlined above – for instance:

- When making a decision which may have implications for people with particular characteristics
- When developing and implementing school policies
- Minimising or removing disadvantages experienced by people due to their protected characteristic
- Encouraging people with protected characteristics to participate in school activities where their participation is low

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

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability: We are committed to working for the equality of people with and without disabilities		
How we are building upon current opportunities	How we foster and promote community cohesion	Impact
<p>We have an accessibility plan that we regularly review.</p> <p>We avoid stereotypes in curricular resources and examples.</p> <p>When required, we gain external advice and support from different professionals.</p> <p>We will make reasonable adjustments to provide auxiliary aids for pupils with disabilities.</p> <p>There is a designated Governor for SEND.</p> <p>There is specific targeted support where appropriate.</p>	<p>Our school admissions criteria welcome all pupils.</p> <p>We create opportunities for transition from local nurseries (including our privately-run Pre-School) to Reception class.</p> <p>We have regular meetings with parents</p> <p>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience, in lessons, assemblies and circle time.</p> <p>We ensure that the curriculum and resources we use have positive images of disabled people.</p>	<p>Children experience a positive start.</p> <p>Parents are kept well informed.</p> <p>Parents of children with medical conditions such as Asthma and allergies feel confident when sending children to school.</p> <p>There are positive relationships with parents, school and home working in partnership to support the child.</p> <p>Effective inclusion of children with Disabilities.</p>

Ethnicity & Race incl EAL Learners: We are committed to working for the equality of all ethnic groups

How we are building upon current opportunities	How we foster and promote community cohesion	Impact
<p>Identification of appropriate provision and monitoring of impact.</p> <p>Children are partnered with a child in the class to support them in carrying out tasks in the daily routine of the school.</p> <p>Identification of possible barriers and ways in which to address these.</p> <p>We ensure that the curriculum and ethos of the school challenges racism and stereotypes.</p> <p>We challenge negative attitudes among pupils.</p>	<p>A curriculum that supports all pupils to understand, respect and value difference and diversity.</p> <p>We provide a wealth of opportunities for children to learn about different cultures and utilise community and parental resources to achieve this.</p> <p>Clear rules, linked to the school values, are set regarding how we treat each other.</p>	<p>Children experience a positive start.</p> <p>Parents are well informed.</p> <p>Effective relationships are created between parents, school and home.</p>

Gender: We are committed to working for the equality of both sexes

How we are building upon current opportunities	How we foster and promote community cohesion	Impact
<p>We monitor the attainment and progress of all of our pupils by gender.</p> <p>We identify specific boys and girls for intervention.</p> <p>We create opportunities to meet the interests of groups of children.</p> <p>Sports teams are equally represented by boys and girls where there is an interest.</p> <p>The School Council and Rights Respect groups are a mixture of boys and girls.</p> <p>We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.</p>	<p>We strive to ensure that positive, non-stereotypical images of men and women are taught in the curriculum.</p>	<p>There are no specific trends across cohorts in boy/girl data at the end of the year.</p>

Religion & Belief: We are committed to working for equality for people based on their religion, belief or non- belief

How we are building upon current opportunities	How we foster and promote community cohesion	Impact
<p>We provide a varied diet of assembly themes in order to cater for children from all religious backgrounds including those who do not have a belief.</p> <p>We support children to build their sense of belonging through our whole school motto: Rights, Respect and Resilience.</p> <p>We promote inclusion of all of our faith groups, and teachers tailor the RE curriculum to suit the needs of specific cohorts.</p> <p>We develop pupils' empathy in understanding what life is like for people who do not share their race, culture, sexual orientation or socio-economic status by displaying a range of diverse books around the school.</p>	<p>Each class visits a place of worship each academic year.</p> <p>We follow closely the Gateshead Agreed Syllabus.</p> <p>We have good links with Bill Quay Community Church.</p> <p>Visitors attend assemblies from a range of different religions to talk to pupils.</p> <p>We recognise and celebrate significant religious events from different religions.</p> <p>We draw upon the resources of parents and other local people.</p>	<p>We have very few racist incidents reported.</p> <p>We have a varied curriculum which supports children's understanding and experiences of different religions.</p>

Equality Objectives

Our equality objectives are:

Objectives:	How we will do this:	How we will measure our success:
To increase pupil awareness of other religions and cultures in a positive manner.	Celebrate key festivals throughout the year. Challenge pupil beliefs about key religions. Visit places of worship and invite visitors into school. Themed multi-cultural week.	Pupils will talk positively about other religions and the experiences they have had.
To improve language acquisition of pupils in the Early Years, particularly those with EAL.	An understanding that language is central to developing all areas of the Early Years. Developing a language-rich environment through story, talk and role play. Participation in the Nuffield Early Language Intervention programme (NELI).	Baseline and final assessment of the NELI programme will measure progress of pupils. Assessing children against the Early Learning Goals at the end of Reception class.
To promote pupils' understanding of identity, diversity, community and equality by weaving it through the curriculum.	Displays around school, books, lessons and assemblies will promote diversity. Continuously review the curriculum so that it represents a diverse culture.	Pupils will have more opportunities to meet and find out about pupils from different cultures.
Promotion of the involvement of all groups of students in the extra-curricular life of the school, including in participation in the School Council and other groups.	Ensure that the School Council and other groups have equal number of boys and girls, as well as pupils from the other groups. Provide funding support if necessary for any clubs and residential.	Analysis of participation in clubs and School Council membership.

