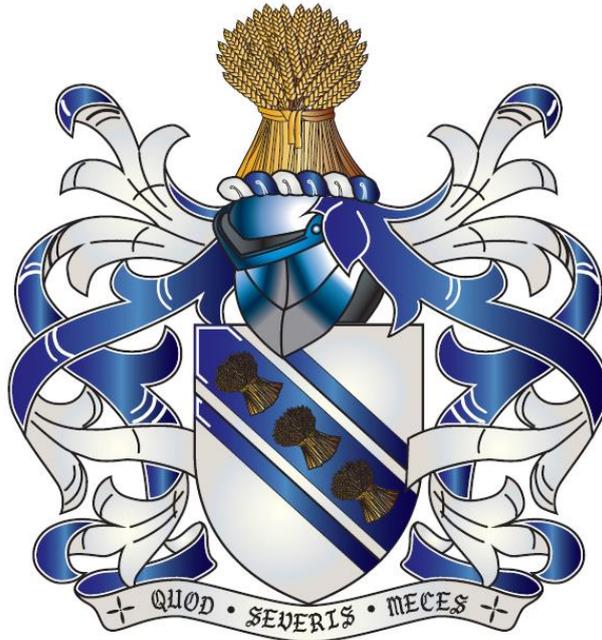


The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Equality Information and Objectives

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1. Aims

The Bliss Charity School is dedicated to ensuring that all members of the school community – and the wider community – are treated equally, fairly, and with respect. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others.

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 it¹.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

2. 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 Specific Duty Regulations (2011) of the Equality Act 2010, 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.

3. Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down the barriers to learning – and the barriers to social and emotional development – that prejudice can create.

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school.
- Ensure the school's equality objectives (see section 10 – page 5) 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.

The Headteacher and senior leaders will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school.
- Ensure the school's equality objectives (see section 10 – page 5) are reviewed and updated at least once every four years.
- Monitor success in achieving the objectives and report back to governors.
- Ensure all staff are aware of their role and responsibilities regarding the promotion and delivery of

¹ Protected characteristics – It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

equality in school.

- Promote a positive work environment and a positive attitude towards equality.
- Challenge and tackle inappropriate language and behaviour, bias and stereotyping.
- Take appropriate action where discrimination or victimisation occurs.

School staff will:

- Challenge and tackle inappropriate language and behaviour, bias and stereotyping.
- Work in accordance with the school's Behaviour Policy and Anti-bullying Policy.
- Engage with the school in eliminating any discrimination and act as a good example to pupils.
- Promote a positive work environment and a positive attitude towards equality.
- Report back to senior leaders immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

Pupils will:

- Engage with the school in eliminating any discrimination.
- Promote a positive work environment and a positive attitude towards equality.
- Report any incidents of inappropriate language or behaviour, discrimination or victimisation.
- Uphold the school rules and promote the school's anti-bullying strategies.
- Set a good example to younger pupils and their peers.

Parents, carers, and visitors will:

- Support the school's equality aims and promote a positive attitude towards equality at home.
- Work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in.

4. 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.

5. Advancing equality of opportunity

It is unlawful to discriminate because of sex, race, disability, religion or belief, pregnancy or maternity sexual orientation or gender reassignment. The Bliss Charity School aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the Public Sector Equality Duty, the school will:

- Monitor incidents of misbehaviour and bullying closely to identify – and act upon – discrimination.
- Monitor pupil outcomes for the protected characteristic groupings present in the school so that any inequalities are identified and addressed.

6. 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 Religious Education (RE) and Personal, Social, Health and Economic (PSHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Holding regular whole-school assemblies to promote British values and develop the children's spiritual, moral, social and cultural attitudes and understanding.
- Encouraging all children and adults at Bliss to uphold the school's RESPECT rules.
- Working with our community by inviting leaders of local faith groups to speak in assemblies, and by organising school trips and activities within – and linked to – the local area.
- Encouraging and implementing initiatives to encourage cohesion between different groups of pupils within the school and addressing any issues between them. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. Similarly, all pupils are encouraged to participate in the school's activities, such as before-school and after-school clubs. We also work with parents to promote knowledge and understanding of different cultures.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school keeps a written record to show we actively consider issues of equality when planning school trips and activities. This is recorded on the risk-benefit assessment by the member of staff organising the activity.

8. Monitoring arrangements

The Headteacher will review the equality information published by the school at least every year.

The objectives in this document will be reviewed by Governing Body at least every four years, or any time there is an update or change to equality legislation, to ensure that it is being implemented effectively and remains focused and up-to-date on issues surrounding equality both within the school and nationally.

9. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- GDPR Policy
- Inclusion Policy

10. Equality objectives (2018-2022)

Equality strand	Objective(s)	Actions	Key leads, timescales and resources	Success criteria
All	Promote tolerance and respect of protected characteristics by ensuring the school's spiritual, moral, social and cultural education is broad and diverse, and challenges stereotypes.	<ul style="list-style-type: none"> Implement the new Agreed Syllabus for RE. 	<ul style="list-style-type: none"> Key lead(s) – MS. New Agreed Syllabus for RE in place by the end of the 2018/19 academic year. Resources – see Subject Leader Action Plan for RE 2018-2019. 	<p>Children demonstrate open-minded, respectful and tolerant attitudes by welcoming diversity and respecting the rights and choices of others equally.</p> <p>Success will be measured qualitatively through pupil voice interviews.</p>
		<ul style="list-style-type: none"> Implement the new Relationship Education curriculum. 	<ul style="list-style-type: none"> Key lead(s) – DN. Planning and resources for the new Relationships Education curriculum to be in place before the beginning of the 2020/21 academic year. Resources – TBC. 	
		<ul style="list-style-type: none"> Promote diversity and respect through whole-school character development assemblies. 	<ul style="list-style-type: none"> Key lead(s) – SC/OT. Ongoing, rolling programme of assemblies linked to multi-faith holy days, national/international awareness days, British values, current affairs and the school's rules/values. 	
	Monitor incidents of misbehaviour/bullying closely so that any incidents of discrimination are identified and addressed.	<ul style="list-style-type: none"> Record and log discriminatory incidents on the school's 'Behaviour and Online Safety Incident Form'. Review behaviour and online safety incidents regularly and address re-occurring inequalities. 	<ul style="list-style-type: none"> Key lead(s) – SC. Ongoing. Staff to record incidents of misbehaviour in-line with the school's Behaviour Policy and Anti-Bullying Policy, as they occur. SC to review incidents at the end of Terms 2/4/6, with an annual report to Governors. Resources – none. 	Very few incidents of misbehaviour/bullying linked to discrimination and <u>no</u> repeat incidents following action by school staff.
	Monitor pupil outcomes for the protected characteristic groupings present in the school so that any inequalities are identified and addressed.	<ul style="list-style-type: none"> Analyse reading, writing and mathematics results for groups of pupils and use the Class Achievement Plans (CAPs) to provide additional intervention/support/challenge – at either Wave 1/2/3 – to diminish any differences and close gaps. 	<ul style="list-style-type: none"> Key lead(s) – SC. Ongoing. SC to analyse pupil outcomes at the end of Terms 2/4/6 ready for class teachers to produce CAPs at the beginning of Terms 1/3/5. SC to review pupil outcomes at the end of each year, reporting to Governors on any pupil outcome inequalities. Resources – time to analyse assessment data and to produce planning documents. 	The progress of different groups (in reading, writing and mathematics) is broadly in-line at the end of each academic year.
Gender	Narrow the in-school gap between the attainment of boys and girls in English (reading and writing).	<ul style="list-style-type: none"> Share research and best practice designed to challenge boys and raise their attainment in English. Boys' attainment – at both the expected standard and the higher standard – to be a key feature of Class Achievement Planning (CAP) in 2018-2019 (and beyond). 	<ul style="list-style-type: none"> Key lead(s) – SC. Staff training on raising the achievement of boys to be delivered at the beginning of the 2018-2019 academic year. Gender analysis of pupil results to take place in-line with the school assessment cycle (at the end of Terms 2/4/6), with Class Achievement Plans (CAPs) produced at the beginning of Terms 1/3/5 to provide additional intervention/ support/challenge for boys. Resources – time to analyse assessment data and to produce planning documents. 	The whole-school gap between the attainment of boys and girls at Bliss – in both reading and writing (at the expected standard and the higher standard) – is less than the national KS2 gender gap.
Disability	Ensure that access to the physical environment of the school and the curriculum is suitable for children with disabilities.	<ul style="list-style-type: none"> In-line with the school's Accessibility Plan, improve access to the physical environment of the school for children with sensory impairments and mobility difficulties. In-line with the school's Accessibility Plan, provide staff training to raise awareness of disabilities within the school and improve access to the curriculum for children with disabilities. 	<ul style="list-style-type: none"> Key lead(s) – SC. Timescales – see the school's Accessibility Plan (2018-2021). Resources – see the school's Accessibility Plan (2018-2021). 	Through reasonable adjustments to the both the physical environment of the school and the curriculum, barriers to learning and participation will be minimised or removed so that pupils with disabilities have access to all curricular and extra-curricular opportunities at Bliss.

Signature: (Chair of Governors)

Print Name: **Date:**

Signature: (Headteacher)

Print Name: **Date:**