

Bildeston & Whatfield Primary Schools Equalities Action Plan 2024 - 2028



The [Public sector equality duty](#) came in to force in April 2011 (s.149 of the Equality Act 2010) and public authorities like the Ministry of Justice are now required, in carrying out their functions, to have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010 to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Equality Objectives
Prepare pupils for life in a diverse society. Promote values and attitudes that promotes respectful understanding and attitudes towards diversity, including protected characteristics.
Use targeted intervention and support to narrow gaps in achievement for all pupils noted as vulnerable pupils
To monitor and analyse pupil achievement by categories and act on any trends or patterns in data that require additional support.
Follow the recruitment process as written in our recruitment policy to enable all staff to have access to relevant development and training.

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Objective	Action	To be carried out by	Timescale	Resources/ Cost	Monitored by	Success Criteria
Prepare pupils for life in a diverse society. Promote values and attitudes that promotes respectful acceptance, understanding and attitudes towards diversity, including protected characteristics.	<p>Use opportunities to reflect the background and experience of pupils and families in the school.</p> <p>Continue to implement Cambridgeshire Personal Development Programme which focuses on understanding the diversity of our society.</p> <p>Continuing review of the curriculum, including use of Curriculum Maestro to ensure that it is promoting the values and attitudes that respect diversity.</p> <p>No Outsiders – Continue to implement the ‘No Outsiders’ ethos – ‘All different, All Welcome’. Follow the program of books (6 per year) designed to support understanding of protected characteristics</p>	All staff	On going	<p>Learning walks</p> <p>Pupil interviews</p> <p>Evaluate resources and displays around school</p>	SLT/Governors	<p>Pupils will be able to discuss various values which make up our society.</p> <p>Our curriculum is designed to prepare pupils for life and diversity.</p> <p>Staff, parents, governors and pupils will be more aware of the aims of our Equality objectives.</p>

	<p>Picture news assemblies used with children to raise awareness of inequality and equality</p> <p>Continue to purchase books to ensure that a diverse range of people are represented in books and also in displays.</p> <p>Raise awareness of the whole school community (i.e. pupils, staff, carers, governors) to the school's Equality objectives.</p>					
Use targeted intervention and support to narrow gaps in achievement for all pupils noted as vulnerable pupils	<p>Record interventions for specific groups (boys/girls/FSM/Children with a protected characteristic/Children affected by discrimination and lack of opportunity) or individuals (Children with SEN) and show evidence of narrowing gaps in learning.</p> <p>Monitor attendance with specific reference to pupil premium children to target attendance interventions.</p>	<p>Whole Staff</p> <p>SLT/Office</p>	Ongoing	<p>Intervention teacher/TA to support identified groups for intervention</p> <p>EWO</p>	SLT/Governors	Record of interventions for specific groups shows narrowing of gaps in achievement

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Objective	Action	To be carried out by	Timescale	Resources/ Cost	Monitored by	Success Criteria
To monitor and analyse pupil achievement by categories and act on any trends or patterns in data that require additional support.	Pupil progress meetings to continue to monitor vulnerable groups. Ensure that the needs of the different groups are met via resources, interventions and support.	Head Teacher/SLT/ All teachers and staff	Ongoing		Head Teacher	The progress and attainment of all groups to have been monitored and analysed. The effectiveness of any support to have been evaluated and any necessary action to have been taken.
Follow the recruitment process as written in our recruitment policy to enable all staff to have access to relevant development and training.	Advertise posts in various locations to attract a wide pool of applicants. Selection is to be carried out by trained staff and governors. Access and take up of training and development is monitored on equal measures. At least one member of the interview panel to be "safer-recruitment" trained.	Head Teacher/ Governors	Ongoing	Advertising Training Staff meetings	Head Teacher/ Governors	Jobs advertised will attract a wide range of applicants. Staff and governors will take part in correct training to enable them to be part of the selection panel.

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Vulnerable groups =

- pupils who have a protected characteristic as defined by, or listed in, the Equality Act 2010
- children who may be affected by discrimination and lack of equal opportunity as defined by the Equality Act 2010

Listed as protected characteristics in the Equalities Act

1. Age
2. Disability
3. Gender Re-assignment
4. Marriage and Civil Partnership
5. Race
6. Religion or belief
7. Gender
8. Sexual orientation

The school also acknowledges those pupils who may be affected by discrimination and lack of opportunity as defined by the Equality Act 2010.

1. LAC pupils
2. EAL pupils
3. Migrant / Asylum seeker/ Refugee
4. Ethnic Minority
5. Young Carers
6. Learning difficulties / Disabilities/ Medical condition
7. Risk of Exclusion/ Persistent absenteeism
8. Those joining the school at a different date
9. Economically disadvantaged (e.g. FSM)
10. On a Child Protection Plan