

Equalities Objectives and  
Information Report  
2023-2027  
Beech Hyde Primary School  
and Nursery



## 1. Rationale

All schools are bound by the Public Sector Equality Duty (PSED): the Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment

## 2. The Public Sector Equality Duty

The Public Sector Equality Duty, or general duty, requires our school to:

- Eliminate discrimination, harassment and victimisation and any other prejudicial conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and those who do not share it

The **protected characteristics** referred to in the duty are:

- age, disability, gender reassignment
- pregnancy and maternity
- ethnicity, religion or belief, sex and sexual orientation
- marriage and civil partnership.

## 3. Specific duties

To help us meet the general duty, we also have specific duties to:

- Publish in an accessible way, at least annually, information that demonstrates compliance with the general Equality Duty.
- Prepare and publish in an accessible way, at least every four years, one or more specific and measurable objectives which we think will help us meet the aims of the general Equality Duty.

## 4. Equality Duty Statement

Beech Hyde Primary School and Nursery School's equality vision and the values underpin school life.

At Beech Hyde Primary School and Nursery School we are committed to ensuring equality of provision, education and opportunity for all children, families, staff, parents and carers receiving services from our services, irrespective of ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

We aim to develop a culture of inclusion and diversity in which all those connected to Beech Hyde feel proud of their identity and able to participate fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all those who work, learn, teach and visit here.

The achievement of children will be monitored by ethnicity, gender and disability and we will use this data to support children, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an

environment which champions respect for all.

## 5. Principles

In fulfilling the legal obligations in Section 3 (of the Equality Act 2010), we are guided by the following principles:

**Principle 1: All learners are of equal value**

**Principle 2: We recognise and respect difference**

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

**Principle 5: We aim to reduce and remove inequalities and barriers that may already exist**

**Principle 6: We consult and involve**

**Principle 7: We strive to ensure that society as a whole will benefit**

**Principle 8: We base our practices on sound evidence**

**Principle 9: We will formulate and publish specific and measurable objectives**

## Objectives 2023-2027

The objectives which we have identified take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and will report annually on progress towards achieving them.

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success indicator	Timing	Review Date
Monitor and analyse children's achievements by gender, ethnicity, disability and act on any trends or patterns in the data that require additional support for pupils	Gender ethnicity Disability Age		X		Eliminate discrimination Advance equality of opportunity	Head SLT	Vulnerable groups exit the school attaining at or above age related expectations	Termly	July 2025
Work with parents to support children with transitions	Disability			X	Eliminate discrimination Foster good relations	Head SLT Key Persons	Information is shared by parents and ensures staff are able to support children appropriately	Termly	July 2025

Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of ethnicity, gender and disability.			x		Eliminate discrimination Advance equality of opportunity	Subject leaders Head SLT	Deep dives, learning works, book/ planning scrutiny will show clear and wide representation	Termly	July 2025
Ensure that the resources, displays and the environment reflect diversity	Gender Ethnicity Disability Age		x		Eliminate discrimination Advance equality of opportunity	Head SLT Governors	Termly learning walks to monitor the environment Feedback details range of diverse displays and information	Termly	July 2025
Celebrate cultural events throughout the year to increase children's and families awareness and understanding of different communities	Ethnicity Religion			x	Eliminate discrimination Foster good relations	Head SLT Key Persons	Planning reflects a range of cultural activities and celebrations	Termly	July 2025
Provide information to all stakeholders in a range of formats to support inclusion	Gender ethnicity Disability Age		x		Eliminate discrimination Foster good relationships	Admin SLT Governors	Parents with varying needs able to access information and participate fully in school activities	Termly	July 2025
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies	Gender ethnicity Disability			x	Eliminate discrimination Advance equality of opportunity	SLT Governors	A variety of groups will be represented in leadership positions	Termly	July 2025

Ensure all pupils are encouraged to join in with clubs and other extracurricular opportunities and monitor participation by different groups	Gender ethnicity Disability			x	Eliminate discrimination Advance equality of opportunity	PE lead SLT Governors	A variety of groups will be represented in clubs and other extracurricular opportunities	Termly	July 2025
Identify, respond and report any incidents of discrimination. Report the figures to the Governing body on a termly basis.				x	Eliminate discrimination Advance equality of opportunity	SLT Governors	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body	Termly	July 2025