

The Bourne Partnership



Equality, Diversity and Inclusion Policy

April 2025

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Template	The Key

1. Aims

Our Partnership aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic

- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our Partnership aims to promote respect for difference and diversity in accordance with our values:

Community and Collaboration

Safety and Stability

Passion and People

Trust and Teamwork

Ambition and Aspiration

Enrichment and Engagement

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 Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require Partnerships 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 Partnerships](#), the [technical guidance for Partnerships from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. 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 Partnership, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

- Meet with the Headteacher/SENCO and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- As appropriate following monitoring visits or training, report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The Senco will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with governors as part of termly monitoring to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All Partnership staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The Partnership 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 and SENCO will monitor equality issues, in collaboration with the Chair of Governors. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Partnership aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that 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
- 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 Partnership societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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 homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

We will make sure that with any data we publish to show how we meet our equality duties; individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The Partnership 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, health and economic (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
- Making pupils aware of our behaviour and anti-bullying policies
- 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 Partnership trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the Partnership. For example, our Partnership council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the Partnership's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We endeavour to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The Partnership ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The Partnership always considers the impact of significant decisions on particular groups. For example, when a Partnership trip or activity is being planned, the Partnership considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

- Has equivalent facilities for boys and girls

The Partnership keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning Partnership trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

As a public authority, we will publish 1 or more equality objectives every 4 years.

9. Monitoring arrangements

The Headteachers will update the equality information we publish at least annually. Partnership-specific equality objectives will be reviewed by the governing body at least every 4 years.

This document will be reviewed by the Headteachers annually, to ensure continued compliance with the PSED.

This document will be approved by the full governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Complaints Policy

Shipbourne School Equality Objectives

April 2025

NB. Due to very small cohorts, we have chosen not to report data to protect identification of specific pupils

All performance data is analysed at least annually by key groups:

- **Gender**
- **Pupil Premium**
- **English as an Additional Language**
- **SEND**

There are no visible trends for any group of protected characteristics, some of which are statistically insignificant. However, key priorities are highlighted below and mirror those in our current School Improvement Plan and related subject action planning.

Objective 1: to ensure equality of attainment for boys and girls

Action to be taken:

- Inclusion manager class and learner observations
- Provision mapping
- Staff and senior leadership lesson and book scrutiny including monitoring of feedback and marking
- English and maths action plan in place

Objective 2: to improve the annual progress of pupil premium children, thus raising their attainment

Action to be taken:

- Weekly sessions with peripatetic tutor
- Inclusion manager class and learner observations
- Staff training in Zones of Regulation
- Provision mapping
- Staff and senior leadership lesson and book scrutiny including monitoring of feedback and marking
- Subject action planning in place alongside Pupil Premium Strategy and SENd Action Plan

Objective 3: to improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity

Action to be taken:

- Assembly programme to include stories from other cultures and a range of key festivals from world religions
- Visits to places of worship
- Increase diversity of visitors
- Monitor and extend PHSE programme
- Review enrichment opportunities
- Further embed school values including British Values within all learning and the school environment
- Review texts and resources
- PDT focus areas
- Ensure diversity is reflected in the curriculum as part of monitoring process

Objective 4: to improve the participation and engagement of different groups of parents

Action to be taken:

- Raise profile of PTA
- Staff to attend PTA meetings and monitor input and output
- Coffee forums with senior leadership team
- Consider on-site projects to improve school environment
- School Council charity events
- Parent information evenings

Objective 5: to continually audit skills and diversity of staff and governing board and target recruitment accordingly

Action to be taken:

- Consider audience and scope when advertising for roles, choosing appropriate media to reach a range of candidates