Burghfield Common Federation

Mrs Bland's Infant and Nursery School

and

Garland Junior School

Equality Information and Objectives Policy

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Contents

1. Aims	**P2**
2. Purpose	**P3**
3. Applicability	**P3**
4. Legislation and Guidance	**P3**
5. Roles and Responsibilities	**P3**
6. Eliminating Discrimination	**p4**
7. Advancing Equality of Opportunity	**p4**
8. Fostering Good Relations	**p5**
9. Equality Considerations in Decision-Making	**p5**
10. Links with other Policies	**p5**
Appendix One – Equalities Information (Updated Annually)	**P7**
Appendix Two – Equality Objectives (Every 4 Years but Updated Annually)	**P8**
Appendix Three – Equality Impact Assessment Document	**P11**

1. Aims

Our schools aim to meet their 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 (Equality Act 2010):

(i) **Age:** where this is referred to, it refers to a person belonging to a particular age (e.g. 32 years old) or range of ages (e.g. 18 - 30-year-olds).

(ii) **Disability:** a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

(iii) **Gender Reassignment:** the process of transitioning from one gender to another.

(iv) **Marriage and Civil Partnership:** In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

(v) **Pregnancy and Maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

(vi) **Race:** Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

(vii) **Religion or Belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

(viii) **Sex:** A man or a woman.

(ix) **Sexual Orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Our schools aim to promote respect for difference and diversity in line with our values;

- **Perseverance -** learning with confidence and without fear of failure
- **Kindness -** showing consideration and concern for others
- **Respect and Good Manners -** caring for one another and valuing difference
- **Teamwork -** growing together through shared experiences

2. Purpose

The purpose of this policy is to show how we are integrating equality into the school's core priorities and functions, which enables us to:

- Demonstrate how promoting equality and eliminating discrimination can help to raise standards.
- Ensure that equality and diversity are part of the school's core business both as a provider of education and as an employer.
- Promote community cohesion and good relations between pupils and staff of different backgrounds through education.
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

3. Applicability

This Equality Policy applies to all of the schools' pupils, staff, governors, parents/carers, visitors and community users.

The policy supports our responsibilities in relation to the Public Sector Equality Duty under section 149 of the Equality Act 2010, as stated in our aims in section 1.

To show how we are complying with the Act, we are required to:

- Publish information that illustrates how our school impacts on the different protected characteristics;
- Investigate, set and publish objectives that will improve equality in our schools.

4. 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 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, the technical guidance for schools 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.

5. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the schools, 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 *(Appendix Two)*
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Headteacher

Our governors have a joint responsibility for Equalities. They will:

- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Executive 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 responsibilities of all Staff: teaching and non-teaching

- To contribute to the achievement of the school's Equality Objectives.
- To adhere to the school's Equality Policy.
- To ensure that all staff, adults and pupils are treated fairly, equally and with dignity and respect.
- Not to discriminate against any member of staff, adult or pupil.
- To take care when selecting classroom materials, paying due regard to the sensitivities of all members of the class and not using resources that are discriminatory in any way. Staff should strive to provide materials that give positive images based on race, gender and disability and challenges stereotypical images.
- To take care when designing long term planning, paying due regard to the choice of topic to study and how to approach sensitive issues.
- To challenge any incidents of prejudice or discrimination and report these to the Executive Headteacher or Governing Board as appropriate.

The responsibilities of Pupils

- To adhere to the school's Equality Policy within the school premises, when representing the school at off-site events and when travelling to and from school.
- To treat all staff, adults and other pupils fairly, equally and with dignity and respect.
- Not to discriminate against any member of staff, adult or pupil. Prohibited behaviour is set out in section 7 below.
- To raise any incidents of prejudice or discrimination and report these to a teacher immediately.

6. Eliminating Discrimination

The schools are aware of their obligations under the **Equality Act 2010** and comply 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 year.

7. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the schools aim 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 take part fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities and clubs)

In fulfilling this aspect of the duty, the schools 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

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a federation of schools, we will publish (when necessary) information to show:

The make-up of our workforce

Gender pay-gap reporting and other pay equality issues

The profile of staff at different stages of employment including recruitment, training, promotion and leavers

Applications for flexible working and their outcomes for staff with different protected characteristics

Applications for learning and development opportunities and their outcomes for staff with different protected characteristics

Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct

Policies and programmes in place to address equality concerns from staff

Information from staff surveys and/or trade unions

Records weighing the equality outcomes of important decisions including evidence used to make decisions

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.

8. 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 acceptance, 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 school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with any potential tensions between different groups of pupils within the schools. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to take part in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

9. Equality Considerations in Decision-Making

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

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school 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 school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

10. Links With Other Policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour and Anti-Bullying Policies
- SEND Policy and Information report

Appendix One Equalities Information

Information about the Pupil Population Census – AY 2025-26

	MSB – No.		GJS – No.	
	Male	Female	Male	Female
Total Number on Roll	100	86	93	95
Ethnicity	MSB – No.		GJS – No.	
White - British	68	59	69	72
Gypsy, Romany, Traveller	6	1	5	7
White Eastern European	9	8	1	1
White Western European	1	0	1	0
White and Black African	1	2	1	1
White and Black Caribbean	2	2	3	3
White and Asian	0	3	3	2
White Other	3	1	1	3
Any other Asian Background	0	1	2	1
Any other Black Background	2	0	1	4
Any other Mixed Background	3	6	2	1
Kurdish	1	0	1	0
Pakistani	0	3	0	0
Indian	4	1	3	0
Religion and Belief	MSB – No.		GJS – No.	
Christian	19	23	15	16
Hindu	4	1	2	0
Muslim	4	3	5	1
Sikh	0	0	0	0
Other religion	2	1	1	0
No Religion	68	55	25	20
Refused	3	3	46	58
Sensitive information on some pupils with protected characteristics It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation. However, as a Federation we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.				
	MSB		GJS	
Information on other grps of pupils	No.	%	No.	%
Pupils in receipt of PPG (Incl FSM)	23	12.36%	54	28.72%
Service Children	5	2.68%	6	3.19%
Pupils with EAL acquisition	30	16.12%	18	9.57%
Looked After Children	0	0.00	1	0.53%
Pupils with SEND	No.	%	No.	%
No Special Education Need	148	79.56%	134	71.27%
SEN support	32	17.20%	45	23.93
EHC plan	6	3.22%	9	4.78%

Appendix Two – Equality Objectives

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** across all characteristics - between people who share a protected characteristic and people who do not share it.

The Burghfield Common Federation (BCF) is opposed to all forms of racism, prejudice and discrimination. The Federation supports diversity and promotes good personal and community relations. Diversity is recognised as having a positive role to play within the schools. All staff encourage a positive atmosphere of mutual trust among pupils from all ethnic groups. Clear procedures are in place to ensure that all forms of bullying, including religious, racist, sexist and homophobic, are dealt with promptly, firmly and consistently, in line with the schools' and LA policies and guidance. The Federation Behaviour Policy and Anti-Bullying Policy are reviewed annually.

At **BCF**

- We aim to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same

We aim to make sure that no-one experiences less favourable treatment or discrimination because of a protected characteristic.

As a school, we are required to publish Equality Information every year and Equality Objectives every 4 years (see table below);

Objective 1

Continue to develop the leadership and management of SEND and Disadvantaged Pupils in order to raise their achievement, independence and self-esteem			
Actions: **Increase leadership of SEND across the Federation** **Continue to improve profile and targeted spending for SEND & Disadvantaged pupils** **Ensure curriculum is suitably and appropriately adapted**			
Year One 2024-5	**Year Two 2025-6**	**Year Three 2026-7**	**Year Four 2027-8**
Objective 1 Set	**Progress:** *SEND Leadership increased, incl. focused time.* *Profile is strong – Inclusion Vision created and self-eval shows strengths in this area.* *Curriculum continues to be adapted – classrooms are more inclusive and interventions more in class.*	**Progress:**	**Progress:**

Objective 2

Continue to work with families to improve pupils' attendance across the Federation			
Actions: **Appoint Pastoral Lead across the Federation** **To continue to improve positive relationships with families** **Ensure a clear, robust and regular series of meetings and reporting is embedded**			
Year One 2024-5	**Year Two 2025-6**	**Year Three 2026-7**	**Year Four 2027-8**
Objective 2 Set	**Progress:** *Very successful appointment – Pastoral Lead works very closely with Inclusion Lead and families. She also has a strong role in Attendance Monitoring and actions.* *Relationships with families strengthened.* *Meetings and reporting are strong.* *Attendance for some families improved.*	**Progress:**	**Progress:**

Objective 3

a) To raise the attainment of Target Groups across the Federation **b) To increase progress rates in Writing for all pupils**			
Actions: **Ensure pupils are targeted early and appropriately** **Embed Talk4Writing across the schools** **Embed Master Reader and SALT interventions across the schools (also see Obj 5)**			
Year One 2024-5	**Year Two 2025-6**	**Year Three 2026-7**	**Year Four 2027-8**
Objective3 Set	**Progress:** *Target groups and specific interventions identified early in AY.*	**Progress:**	**Progress:**

	T4W training undertaken for all and impact is being seen in monitoring of books. *Master Reader fully embedded and is a strength – increases access for all.* *SALT Interventions are effective (data for this year not yet available).*		

Objective 4

Improve accessibility across both sites for pupils with physical disabilities			
Actions: **Plans to improve accessibility built into long term premises plans**			
Year One 2024-5	**Year Two 2025-6**	**Year Three 2026-7**	**Year Four 2027-8**
Objective 4 Set	**Progress:** *Plans show work for improved accessibility to buildings*.	**Progress:**	**Progress:**

Objective 5

Improve early identification of Speech and Language (SAL) needs in order for identified pupils to access learning and benefit from school SAL Therapist			
Actions: **Ensure all staff are trained in identifying need as early as possible** **Ensure focus for Inclusion Team as soon as pupils begin Nursery (as well as any other start point) and referral process to the Team is easy and accessible**			
Year One 2024-5	**Year Two 2025-6**	**Year Three 2026-7**	**Year Four 2027-8**
Objective 5 Set	**Progress:** *Referral processes improved.* *Staff training undertaken.*	**Progress:**	**Progress:**

BCF Equality Impact Assessment

At BCF we will use this equality impact assessment (EIA) to help us to consider equality concerns when you create or review policies and procedures

We will use this document to help us to decide whether to remove, adapt, or keep the policy without changes.

We will not necessarily record the results of the assessment on each policy; however these guidelines will be followed when renewing and/or creating policies and entered on the Policy Review Schedule.

This document is based on the DfE's Equality Act 2010: advice for schools.

Policy details (These will be entered on the Policy Review Schedule which will include from 2025 an EIA column)

POLICY NAME AND PURPOSE		LAST REVIEW	POLICY STATUS
(See Policy Review Schedule)		Include date and person responsible for last review	New or existing
THIS POLICY WILL AFFECT		**Impact analysis**	
• Pupils • Staff • Governors	• Volunteers • Visitors • Parents	*Consider what type of impact this policy will have for each group, and explain why. If a policy doesn't impact a group, tick the 'neutral impact' column and record this. Remember that a policy may impact a group in multiple ways. For example, your curriculum policy may positively impact BAME pupils by promoting British values of mutual respect and tolerance, but negatively impact BAME pupils by failing to promote material that highlights a variety of cultures and ethnicities*	

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex				
Race				
Religion or belief				
Sexual orientation				
Gender reassignment				
Pregnancy or maternity				
Age				
Disability				
Marriage or civil partnership				
You could also add non-protected characteristics e.g EAL, LAC, GRT				

INTERSECTIONAL IMPACT
Will this policy impact any groups more because of multiple/combined characteristics? *What will the impact be, and why?* *For example:* ***Family leave policy:*** *if your rules or language around leave arrangement assumes that people having children are married, this could negatively impact unmarried women who are pregnant or have children* ***Supporting pupils with medicines policy****: if your response to allergies relies on pupils carrying and administering their own epi-pens, this could negatively impact younger pupils with allergies who are not able to do this*

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT
Include details of any internal or external consultation done, and its outcomes For example: • We consulted with an anti-racism charity and made several additions they recommended to our policy • We held a meeting with all staff members to give them a chance to share their views, both through anonymous feedback ahead of time and in person
FINAL DECISION ON POLICY
After the results of the EIA, we will either: Remove the policy (if it's not statutory) Adapt the policy to address the equality issues you've identified Keep the policy without change