



Richard Bonington Primary School.

**Equality information and action plan
2025-2029**

1. Aims

Our school 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	Marriage or civil partnership	Religion or belief
Disability	Pregnancy and maternity	Sex
Gender reassignment	Race	Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, such as Respect, believe, participate, support (our Always code)

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 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](#).

This document also complies with our funding agreement and articles of association.

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 school, 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

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

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

As set out in the DfE guidance on the Equality Act, the school 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 school societies)

In fulfilling this aspect of the duty, the 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 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 tensions between different groups of pupils within the school. 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 participate in the school's activities, such as sports 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.

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 school always considers 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.

8. Equality objectives

Objective 1: Close the attainment gap for disadvantaged pupils in core subjects.	
<p>Rationale: School data shows a persistent gap in progress and attainment in English and Maths for pupils eligible for Free School Meals (FSM) compared to their non-disadvantaged peers.</p>	
Actions:	Success criteria:
<ul style="list-style-type: none"> Ensure the Pupil Premium grant is used strategically to fund targeted interventions and support. Deliver training for all teaching staff on strategies for supporting disadvantaged learners. Monitor the progress of disadvantaged pupils at each data review point and implement further support where needed. 	<ul style="list-style-type: none"> The gap in the amount of progress made by disadvantaged pupils and others in core subjects will be reduced by 25% by July 2029.

Objective 2: Improve the inclusivity and diversity of the school's curriculum and resources.	
<p>Rationale: Stakeholder feedback highlighted the need for curriculum materials that better reflect the diverse cultural, ethnic, and family backgrounds of both the school community and wider society.</p>	
Actions:	Success criteria:
<ul style="list-style-type: none"> Conduct a full audit of all curriculum subjects, book collections, and displays to assess representation. Invest in new resources that celebrate diversity across all protected characteristics, including race, gender, disability, and diverse family structures. Provide continuous professional development (CPD) for staff on incorporating inclusive resources and challenging stereotypes. 	<ul style="list-style-type: none"> A diverse range of role models and perspectives will be embedded in all subject areas, as evidenced by a 50% increase in inclusive resources identified in the curriculum audit by July 2029. <p>Review June 2026- new resources purchased for F1 on diversity.</p>

Objective 2: Reduce identity-based bullying and negative language among pupils.	
<p>Rationale: Our bullying records and pupil surveys indicate that while infrequent, instances of bullying and inappropriate language related to gender, sexual orientation, and race still occur.</p>	
Actions:	Success criteria:
<ul style="list-style-type: none"> Embed explicit teaching on respect, anti-bullying, and challenging prejudice into the PSHE curriculum. Deliver annual anti-bullying and prejudice awareness training for all staff. Promote student-led initiatives, such as an anti-bullying council, to develop peer support. 	<ul style="list-style-type: none"> Reduce the number of reported identity-based bullying incidents by 75% by July 2029, and increase positive feedback regarding a sense of safety from vulnerable groups in pupil surveys. <p>Review June 2026- anti bullying ambassadors. Some specific classes chosen for focussed PSHE lessons on racism.</p>