

Policy Document for: Equality objectives for Bobbing Village School

Approved by LGB:

Due for Review: May 2026

Additions/amendments in this version

May 2024	Updated and written under Public Sector Equality Duty aims
Oct 24	Updated to reflect changes

This document sets out the objectives for Bobbing Village school and the action plan to achieve these in line with the Public Sector Equality Duty. These objectives are linked to the 3 aims of the Public Sector Equality Duty:

1. Eliminating discrimination and other conduct prohibited by the Equality Act 2010
2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
3. Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

The Trust has been leading a project with local Alliance schools on developing DEI (Diversity, Equality and Inclusion) across 23/24 to share best practice, resources and training opportunities.

Aim 1: Eliminating discrimination and other conduct prohibited by the Equality Act 2010

Ensure the school is fully accessible to all pupils, families and staff and that approaches used are fully inclusive for all pupils

- a. Review the physical environment and act on any concerns raised*

	Actions taken
Review accessibility plan and ensure that actions identified are completed	<ul style="list-style-type: none"> • Accessibility plan has been reviewed for actions taken • Fire doors and classroom doors have been fitted with hold backs to ensure that doors can be held open to support free flow for children but safety in a fire • Family room has been created which is DDA accessible • The majority of the school (accessible to pupils) is on a level ground • Some rooms in the old School House are not accessible to those with disabilities due to the age of the building so additional meeting rooms are available where needed
Ensure OPAL offer is fully inclusive	<ul style="list-style-type: none"> • OPAL offer allows for multiple areas of the outdoor play spaces to be used • Children contribute to the OPAL offer to ensure the needs of all children, including consideration for age/stage is given • OPAL resources are open ended to support active play for both genders and all ages
Forest school is fully accessible for all pupils	<ul style="list-style-type: none"> • Children from Bobbing Village School are transported to the Iwade site for their Forest School sessions;

	Actions taken
	<ul style="list-style-type: none"> • The Iwade site has been considered to provide year round access as far as possible so that all children have opportunities to attend • Activities offered are suitable for both genders • Where children may struggle to attend forest school, such as those with significant needs, the provision is customised and risk assessments are written to enable all children to attend • Forest school is broadly linked to the curriculum but also allows free choice of activities for all (added Oct 24)
Updating racism, discrimination and derogatory language policy and approaches to reduce derogatory language	<ul style="list-style-type: none"> • Policy reviewed • PSHE/SRE offer reviewed with all stakeholders • No Outsiders lessons and assemblies used throughout the year
Provide CPD for staff on DEI to reduce discrimination and encourage staff to reflect on unconscious bias	<ul style="list-style-type: none"> • Staff meeting on unconscious bias
Continue to support families where attendance is a concern, especially those with SEND and FSM	<ul style="list-style-type: none"> • FLO employed at the school who is building relationships with the families to understand why attendance can be a concern

b. Review the approaches and pedagogies used to ensure the needs of all pupils are met

	Actions taken
Review scaffolding for all pupils to ensure pupils can be independent in their learning and have appropriate levels of challenge	<ul style="list-style-type: none"> • Scaffolding continues to be a focus to ensure that there is appropriate support and challenge for all pupils (updated May 25) • CPD for teaching and learning continues throughout the year (updated May 25) • Lesson visits and folder reviews evidence the impact of scaffolding and best practice is shared. Support is given where needed • MIDAS delivered training in 23/24 and start 24/25 on pedagogical approaches including scaffolding to ensure support for all children (added Oct 24) • Follow up activities in monitoring schedules checks that these approaches are being consistently used in 24/25 and onwards (added Oct 24)
Ensure that methods of recording and assessment are fully inclusive	<ul style="list-style-type: none"> • Review of how learning is recorded – ensuring there are opportunities for practical work so that all children can demonstrate their learning and knowledge • Ensure that the classes have sufficient access to resources to support those children with SEND, with CPD for staff if required • Ensure that assessments for all subjects are inclusive for all and consider teacher workload • Project in 24/25 started for Technology in the Curriculum to enable technology to give all children equal access to the curriculum. This included a significant investment in purchasing technology and will include ongoing CPD throughout the year (added Oct 24). The impact of this work has been seen in pupils learning, learning walks and through pupil voice (edited May 25)

Aim 2: Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Promote diversity, equality and inclusion throughout the curriculum and wider opportunities for all pupils.

Rationale: the majority of the cohort is white British and the pupils have limited links with other cultures, ethnicities and faiths. SEND and Pupil Premium children are under represented at after school clubs

a. Review the curriculum for DEI

	Actions taken
Review subjects for DEI	<ul style="list-style-type: none"> • PSHE/SRE curriculum has been reviewed by all stakeholders (April 24) to continue to inform the development and ensure diversity and equality are reflected. No Outsiders has been embedded into the curriculum • Science and Art curricular subjects have been reviewed to ensure DEI is seen through scientists and artists learnt about • English team have reviewed the texts available to the children for reading for pleasure, as well as the texts used to deliver reading & writing
Identify CPD for staff	<ul style="list-style-type: none"> • National College resources used to provide CPD • Subject leaders deliver CPD for staff which incorporates opportunities for identifying DEI
Boost visibility of faiths in the school through assemblies and the curriculum	<ul style="list-style-type: none"> • Family Trust deliver termly assemblies to the school • Religion and World Views curriculum includes greater opportunities for visiting local places of worship and visitors into the school to talk to pupils. The impact of this has been seen in learning walks and pupil work as well as World Religions Week celebrations (edited May 25)
Boost visibility of those with additional needs	<ul style="list-style-type: none"> • LGBTQ+ celebrities and celebrities with additional needs are included on displays around the schools to positively promote equality and provide prompts for children to discuss (such as those who are ADHD, dyslexic, non-binary or gay) • Review the offer for clubs and OPAL meets the needs of all pupils (see point b below)
Complete library upgrade and text selection to promote DEI	<ul style="list-style-type: none"> • Library upgrade is completed with representation for all pupils • Text choices are driven through DEI lens to ensure that all pupils are represented

b. Review the trips, clubs and wider opportunities for all pupils in the school – continue to focus on cultural capital

	Actions taken
Review trips and visitors	<ul style="list-style-type: none"> • Staff meeting for all teachers to work together in their year group to consider the trips, visitors and local visits to identify impact on pupils and ensure equality of offer • Pupil premium funding continues to be used to support families to ensure that all pupils can attend • Life experiences are built into the curriculum offer to promote equity, such as travelling by train, local visits and fieldwork
Review after school clubs and lunchtime clubs to broaden offer	<ul style="list-style-type: none"> • Clubs offer is driven by pupil voice taken in Community Council and shared at Trust Parliament. This in turn is shared with the Heads and PE team to support clubs planning

	<ul style="list-style-type: none"> Clubs are mixed gender, unless there is a gender split such as for boys & girls football teams PESSPA offer is considered through DEI focus; ensuring girls and those who are reluctant to take part in 'traditional' sports are targeted through an inclusive offer such as Kurling, bowls, archery, boccia etc OPAL offers gender neutral opportunities
--	---

c. Close gaps in progress and attainment for both genders

	Actions taken
Continue to track attainment in all measures across the school	<ul style="list-style-type: none"> Data analysed and actions put in to place to provide learning opportunities which could support the closing of a gender bias

d. Tackle attendance and punctuality for some children

	Actions taken
Continue to support families where attendance is a concern, especially those with SEND and FSM	<ul style="list-style-type: none"> Continue to use the FLO to engage the families to understand why attendance is a concern Attendance Officer in the school, plus an attendance group across the Trust and with local Alliance schools to support good practice and approaches in working with families (added Oct 24). This is having a positive impact on attendance in the school

Aim 3: Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

Promote diversity, equality and inclusion in all pupil roles and ensure support is in place where needed.

a. Review the representation of children in pupil roles

	Actions taken
Review STEAM leaders and the famous people chosen through the democratic choices by the children	<ul style="list-style-type: none"> Children work in STEAM groups to collaborate and learn about famous people who are chosen to celebrate DEI and how they impact on their STEAM focus
Pupil council and Head pupils	<ul style="list-style-type: none"> Head pupil roles are re-named from Head Boy and Head Girl to support any pupil identifying as LGBTQ+
Restorative Justice Ambassadors	<ul style="list-style-type: none"> Ensure there is a fair representation from those who apply for the roles

b. Review the offer of support for those who identify as LGBTQ+

	Actions taken
Review the support in place for those pupils who identify as LGBTQ+	<ul style="list-style-type: none"> FLO continues to work closely with families External counselling services continue, along with Talk Time to offer support to children Wider agencies are sign posted Uniform has been considered and policies meet non gendered clothing