



**BROADWATER**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

Rectory Gardens  
Worthing  
West Sussex  
BN14 7TQ

**TEL** 01903 235389  
**FAX** 01903 215047  
**EMAIL** [office@broadwaterce.org](mailto:office@broadwaterce.org)

*Headteacher: Mr A Morrissey*

[www.broadwaterce.org](http://www.broadwaterce.org)

# Equality Information 2025-2028

## **Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)**

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

*The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22*

It is this fruit that, in partnership with parents, we will instill in the children of our school.

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	3
4. Eliminating discrimination .....	3
5. Advancing equality of opportunity .....	3
6. Fostering good relations .....	4
7. Equality considerations in decision-making.....	4
8. Equality objectives .....	4
9. Monitoring arrangements.....	5
10. Links with other policies.....	<b>Error! Bookmark not defined.</b>

.....  
.....

## I. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- 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

## 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](#)

### 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.
- 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school 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 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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive an annual handbook which includes information on equality.

### 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 which are connected to a particular characteristic they have (e.g. pupils/staff 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 clubs and activities)

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 above data 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

## 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
- We have developed 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 school ensures it has due regard to equality considerations whenever significant decisions are made.

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

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years

### Objective 1: Access to the Curriculum

- Behaviour and Exclusions – to continue to apply the behaviour plan sensitively to pupils with disabilities
- Teaching and Learning – Teachers plan in teams and planning addresses a wide range of abilities. Teaching assistants are given plans and involved in giving feedback which informs further planning. Intervention groups have been particularly successful in addressing learning disabilities.
- Curriculum – Developing positive attitudes. Our Curriculum is designed for access by all. There are additional staff who support generally and specifically. Issues of disability are addressed naturally as issues arise through topics.

- Data collection, monitoring and assessment – Achievement of disabled pupils is monitored by impairment, to ensure at least reasonable progress is made and disability is identified in our database. Parents have been invited to identify themselves and access help is provided (for example a parent with sight difficulty is given an A3 version of our A4 newsletter)

### **Objective 2: Participation and engagement**

- Eliminating harassment and bullying – all bullying is covered in the school's antibullying policy including disabled pupils.
- Ensuring pupils regardless of any protected characteristics – can access enrichment, through core curriculum and school club provision. Eg, by providing relevant staffing to support medical needs.

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by governing board.