Bourne Alliance
Multi Academy Trust

Policy Document for: Equality objectives for Bobbing Village School

Due for Review: Spring 2027

Additions/amendments in this version

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	• 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 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. • The top floor (toilets and staff room) and the top floor of the Old School House is not sufficiently wide enough to have an evacuation chair and so this must not be accessed by anyone who would require support to evacuate in an emergency.
Ensure OPAL offer is fully inclusive	• 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

	Actions taken
	• Playground and field areas are accessible to all. Astro turf surface has been replaced to ensure it is flat and safe for all children and sports (added Sept 25) • Outside gym equipment has been chosen to support physical activity, but also linked to the SEND needs of the pupils (to support regulation and core strength) (added Sept 25)
Forest school is fully accessible for all pupils	• Children from Bobbing Village School are transported to the Iwade site for their Forest School sessions; • 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	• Policy reviewed • PSHE/E4C offer reviewed with all stakeholders • No Outsiders lessons and assemblies used throughout the year • CPOMS adjustments made to ensure that reporting of any racist, derogatory/discriminatory incidents is clearly logged and followed up so that action has been taken
Provide CPD for staff on DEI to reduce discrimination and encourage staff to reflect on unconscious bias	• Staff meeting on unconscious bias
Continue to support families where attendance is a concern, especially those with SEND and FSM	• FLO employed at the school who is building relationships with the families to understand why attendance can be a concern • Senior team, class teams and FLO work closely to support attendance for all children • Local Authority attendance visits demonstrate positive impact of actions taken by the school – each child is discussed individually and actions logged (added Sept 25) • Changes to CPOMS logging for attendance to support workload and effective tracking and impact (added Sept 25)

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	• Scaffolding continues to be a focus but there is evidence of the positive impact in place for children • CPD for teaching and learning continues throughout the year • Lesson visits and folder reviews evidence the impact of scaffolding and best practice is shared. Support is given where needed • Monitoring form and focus includes scaffolding • SENDco is involved in monitoring to ensure scaffolding is appropriate for SEND children
Ensure that methods of recording and assessment are fully inclusive	• 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 • Tech in the Curriculum project has enabled greater teacher confidence in using technology to support learning for all children through resources such as sound buttons, dictation, apps to support spelling, green screening etc

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 Bobbing has a higher than national average level of Black African pupils	• PSHE/CRE curriculum has been reviewed by all stakeholders to continue to inform the development and ensure diversity and equality are reflected. No Outsiders has been embedded into the curriculum • Science and Art 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 • DEI remains a focus in all curriculum adjustments • Curriculum includes Black History Month and immigration (Yr3 & Yr 6)
Identify CPD for staff	• National College resources used to provide CPD • Subject leaders deliver CPD for staff which incorporates opportunities for identifying DEI • Unconscious bias training delivered
Boost visibility of faiths in the school through assemblies and the curriculum	• 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) • Senior lead for RWV in place who works across the Trust with other RWV leaders in schools to promote opportunities for visits and driving discussion in the curriculum
Boost visibility of those with additional needs	• 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	• Library upgrade is completed with representation for all pupils • Text choices are driven through DEI lens to ensure that all pupils are represented • Story Mapping document has been completed identifying which stories children will listen to and whilst developing this there has been a focus on diversity (October 2025). This work

	Actions taken
	remains on going to ensure that texts continue to be updated and prominently displayed (May 26)

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	• 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 • Sports premium funding is used to offer experiences for all which enrich the curriculum (October 2025).
Review after school clubs and lunchtime clubs to broaden offer	• 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 • 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 Curling, 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	• Data analysed and actions put in to place to provide learning opportunities which could support the closing of a gender bias • Specific tracking of Black African pupils since these are a contextual group at the school (added May 26)

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	• 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	• 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	• Head pupil roles are re-named from Head Boy and Head Girl to support any pupil identifying as LGBTQ+
Restorative Justice Ambassadors	• Ensure there is a fair representation from those who apply for the roles.

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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+	• PLO 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