



Equality Information and Objectives

Bennerley Fields School

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:
 1. **Age:** A person belonging to a particular age or range of ages.
 2. **Disability:** A physical or mental impairment that has a substantial and long-term adverse effect on ability to carry out normal day-to-day activities.
 3. **Gender Reassignment:** The process of transitioning from one gender to another.
 4. **Marriage and Civil Partnership:** Protection against discrimination in employment; not explicitly required to be taught in primary school curriculum but part of the Act.
 5. **Pregnancy and Maternity:** Protection during pregnancy and for 26 weeks after birth.
 6. **Race:** Refers to colour, nationality, and ethnic or national origins.
 7. **Religion or Belief:** Any religion, or lack of religion, or a philosophical belief.
 8. **Sex:** Being male or female.
 9. **Sexual Orientation:** A person's sexual attraction (e.g., heterosexual, gay, lesbian, bisexual).

Our school aims to promote respect for difference and diversity in accordance with our values as 'We are kind and respectful' and have an inclusive and supportive educational environment.

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](#).

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 reviewed 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 equality link governor is Maria Marson. They will:

- Meet with the designated member of staff for equality at least annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're 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 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
- Meet with the equality link governor at least annually to raise and discuss any issues
- Identify any staff training needs, and deliver training as necessary

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 equality, 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, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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:

- Analyse attainment data to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish information relating to persons who share a relevant protected characteristics, identifying any issues which could affect our own pupils, including explicit mention to equality in key policies

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.

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, PSHE, RSE education, but also activities such as assemblies.
- Making pupils aware of our behaviour and anti-bullying policies.
- Working with our local community 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.

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

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 for key policies and decision making.

8. Equality objectives

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

Objectives set in September 2026:

Objective 1: To ensure the governing body provides effective strategic oversight of equality, diversity and inclusion by undertaking regular training, rigorously analysing equality-related data, and holding leaders to account through informed challenge and dialogue, resulting in demonstrable improvements in inclusive practice, pupil outcomes, personal development and stakeholder experience across the school.

Objective 2: To ensure all pupils, in ways appropriate to their needs and communication levels, are supported to experience and understand diversity in race, religion, disability, gender and sexual orientation, and to develop respect for others.

Previous Objectives set in March 2024:

Objective 1: To analyse admissions, attendance and progress data with regard to race, gender and disability annually, reporting on this to the governing body.

Bennerley Fields aims to ensure all its pupils have fair access to their education. By analysing admissions, we aim to ensure no pupil is disadvantaged by attending our provision, and aim to ensure Bennerley Fields is the most suitable provision to meet the child's needs.

By analysing progress and attendance data, we want to overcome any trends in outcomes pertaining to race, gender and disability to ensure all pupils have received the same opportunity to succeed.

Objective 2: To develop the environment, policies and information with an Equality and Diversity focus, in order to be fully inclusive and welcoming to all.

Bennerley Fields wants to develop its practices and policies to be more welcoming and positive towards protected characteristics and all of our families. Practices and policies are currently not discriminative, but we will ensure they are open and welcoming to become a fully inclusive setting for all.

Objective 3: To ensure the governing body have a wider focus on Equality and Diversity, including training, challenge and regular dialogue to ensure improving practice across school.

The Governing Body now has a link EDI governor, and this will help ensure continued progress in this area across school.

Review of progress towards the Equality Objectives – July 2026

Objective 1

Admissions:

Admission information in September 2024, 2025 and 2026 was analysed to ensure EDI needs are understood and inclusion can be ensured from their first day. This included pupils with high level of communication support needs, staff training in BSL, attendance support and early SEMH support. In September 2026, we have 2 pupils starting who are Muslim; information was gathered from the family to ensure we will meet any dietary and cultural needs.

Progress data from 2024:

Progress data in July 2024 analysed progress towards targets. The data analysis showed 4 strands where boys achieved higher than girls, 5 areas they achieved lower and 1 area the same, showing little average difference between the genders.

Pupils with EAL is a very small cohort but achieve generally well overall (only 1 pupil in two strands below target).

Pupils who are non-White British consisted of 25% of the school population. The data analysis showed 5 strands where non-White British pupils achieved higher than White British pupils, 4 areas they achieved lower and 1 area the same, showing little average difference between ethnicity groups.

All pupils have SEND so come under the disability characteristic. Headline data shows good progress (at least 90% of pupils making expected better progress) in 8 out of 10 strands.

Progress data from 2025:

Progress data in July 2025 analysed progress towards targets. The data analysis very little difference between boys and girls, with both genders having at least 90% of pupils meeting targets in nearly every strand – only writing was a strand that was lower than our expected progress of 90% for boys (girls did meet this 90% threshold). Actions to address this include the development of colourful semantics across school.

Pupils with EAL is a very small cohort but achieve very well (only 1 pupil who met all their targets).

Pupils who are non-White British consisted of 25% of the school population. The data analysis showed non-White British pupils achieved better than White British pupils in 6 strands and 4 where they achieved the same level.

All pupils have SEND so come under the disability characteristic. Headline data shows good progress (at least 90% of pupils making expected better progress) in all English and Maths strands. On the BF Engagement Framework, all areas except sensory showed good

progress. Actions to address this has been developing a sensory space in The Burrow and targeting sensory support with key pupils who were below their target.

Progress data from 2026:

Progress data in July 2026 analysed progress towards targets. The data analysis showed 2 strands where boys achieved higher than girls, 4 areas they achieved lower and 1 area the same, showing little average difference between the genders and all areas except sensory being above our targets of 90% meeting their target. We continue to work hard to meet the complex sensory needs of our most complex pupils.

Pupils with EAL is a very small cohort but achieve well (only 1 pupil who met their target in 4 out of 5 areas).

Pupils who are non-White British consisted of only 3 pupils this year. The data analysis showed non-White British pupils achieved better than White British pupils in 4 strands and only 1 strand where they achieved lower.

All pupils have SEND so come under the disability characteristic. Headline data shows good progress (at least 90% of pupils making expected better progress) in all English and Maths strands. On the BF Engagement Framework, all areas except sensory showed good progress. Actions to address this will include reviewing and further developing sensory spaces, targeting key pupils who have made below expected progress and new pupils to school, seeking specialised support from the OT where necessary.

Attendance data: Overall data has improved for all pupils from 90% (2022-23) to 91% (2025-26) and persistence absence has reduced from 28.1% to 24.5%. This trend is one that shows attendance is making a steady upward direction of travel above the National for special schools.

The data for race/ethnicity for 25/26 shows a positive picture with Chinese 100%, White British 92.1% and White and Black Caribbean 96.1%, there is a small sample for both Chinese and white and black Caribbean.

There are significantly more males than females in school. So, whilst the data shows that there is a higher attendance percentage for males of over 4%, there is over 50% more males than females, so the data does not show any significant difference. Male 93%, Female 88.8%.

Conclusion: There have been lots of developments in this area that will continue without this being needed as an explicit objective as practice is now embedded into systems. Objective met.

Objective 2

Key policies and information have been updated to explicitly outline considerations towards EDI within uniform, admissions and behaviour.

Welcome sign and playground communication boards support and welcome disabilities and other cultures and languages.

Equality Impact Assessment created to outline key decision making.

Planning for expansion – accessibility has been a will be a key driver in planning for temporary and permanent buildings as we expand in September 2026. For example, portacabins must have ramps and changing bed facilities.

Conclusion: There have been lots of developments in this area and practice with regards to EDI is now embedded in practice. Objective met.

Objective 3

EDI link governor meeting in April 2026 challenged the Headteacher about key areas of EDI. This was shared with governors in June 2026.

Governors will need to ensure they all have undertaken EDI training and the LGC will revisit the diversity indicators form last completed November 2023.

Conclusion: There have been developments in this area, though as we have 2 new governors, maintain this objective to ensure new governors understand their role in this area, however reword in line with the new Ofsted Framework.