

Brandesburton Primary School
SINGLE EQUALITY POLICY



We aim for all pupils in Brandesburton Primary School to experience a high quality education, which will enable them to achieve their full potential and help them to develop the knowledge, skills, understanding and attitude required to lead a fulfilling life today and in the future. Children's access to these skills is an entitlement which requires the active and mutual partnership of our whole school community – school, parents and children.

We are committed to this partnership and summarise this in a simple statement: *Together We Believe, Together We Achieve*

1. Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation, simplified it and extended protection from discrimination. It is unlawful for Brandesburton Primary School to discriminate against a person by treating them less favourably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

The Public Sector Equality Duty, as part of the Equality Act, came into force on 6 April 2011. It requires all public bodies when carrying out their day to day work to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- 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

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
This includes pupils and staff.

Statutory Requirements: The Specific Duties

The specific duties require us to:

- Publish information to show our compliance with the Equality Duty, at least annually; and
- Set and publish equality objectives, at least every four years

All information must be published in a way which makes it easy for people to access and understand.

Publishing Information

Public bodies such as our school must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published for a school like ours must include:

- Information relating to people who are affected by the school's policies and practices who share protected characteristics

Setting Equality Objectives

As part of the Equality Act 2010 equality objectives have been set by the Governors of Brandesburton Primary School taking into account evidence of equality issues across all our functions; consideration of issues affecting people sharing each of the protected characteristics; and we have thought about each of the three aims of the Equality Duty. The number of objectives we have set are proportionate to our school size; and the evidence that such objectives are needed. The Equality objectives are specific and set out how progress will be measured.

2. Definitions

Protected Characteristics - It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favorably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to pupils
- The way pupils are able to access any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

Although a person's age is a protected characteristic in relation to employment and to the provision of goods and services this does not apply to pupils and we are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development

Direct discrimination occurs when one person treats another less favorably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.

Indirect discrimination occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person".

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act.

Discrimination by association a person will not be discriminated against because they are associated with another person with a protected characteristic.

Perception whether a person has a protected characteristic or it would be discrimination to treat that person differently because it is thought that they have a protected characteristic

Disability Special Provision we will treat disabled pupils more favourably than disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without disabilities either by reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Plans.

Accessibility Plans are implemented to ensure that

- the extent to which disabled pupils can participate in the curriculum is increased
- the physical environment of the schools is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- the availability of accessible information to disabled pupils is improved and are published on our school website.

Parents - Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

Staff includes teaching and non-teaching staff.

3. Responsibilities

The Governing Body of Brandesburton Primary School is responsible for ensuring compliance with the Equality Duty and Specific Duties as stated above. The lead Governor for this is Mrs E Lee.

The head teacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist.
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics between people who share a protected characteristic and people who do not share it
- Knowing how to deal with incidents of concern, and how to identify and challenge bias/stereotyping
- Knowing the procedures for reporting incidents of racism, harassment or other forms of discrimination

Visitors and contactors are responsible for following the Equality Policy.

4. Public Sector Duty

4.1 Information

This Policy shows the information which is relevant to the three aims of the Equality Act as required by the Public Sector Duty.

4.2 Engagement and Consultation

The following people were engaged and consulted upon in the development of the Equality Objectives

- Governors
- Teaching staff
- Non-teaching staff
- School Council
- Parents/carers

4.3 Equality Objectives

The following Equality Objectives were reviewed (September 2017) and decided upon from the analysis of information and there was a potential for improvement on equalities.

1. To evaluate the curriculum and resources to ensure that diversity and equality are reflected.
2. To increase Governor and staff understanding of equality and its implications on a day to day basis in school

The action plan for each objective can be found at the end of this policy.

4.4 Monitoring and Evaluating

The analysis of data and information which shows compliance to the three aims of the Equality Act will be updated annually subsequent to the date of this policy.

The progress towards the Equality Objectives will be reviewed regularly in accordance with the action plan for. New objectives will be set and published at least every four years

4.5 Publishing

In order to ensure that our equality information and objectives are easily accessible we will:

- Publish the information on the our website
- Publish the information through the school newsletter / other communications
- Highlight the information in our staff meetings
- Ensure a hard copy is available in different formats for those people who are visually impaired or EAL users where applicable

5. References

Equal Human Rights Commission, *The Essential Guide to the Public Sector Equality Duty*, 2011 GEO, *Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations*, 2011, p.6) Department of Education, *Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, September 2012.

BRANDESBURTON PRIMARY SCHOOL EQUALITIES INFORMATION AND ANALYSIS 2018

SECTION 1. WHO COMES TO OUR SCHOOL?

This is our school population. These are the groups of pupils we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school. We have to make sure we do not disadvantage anyone in our school. We use the following information to help us.

150 pupils on role from FS2 to Y6		School data		National Data
		Number	%	%
GENDER	Girls	74	49.33	51
	Boys	76	50.66	49
ETHNICITY	White British	149	99.3	74
	White and any other background	1	0.67	7.3
	White and black African			
	Any other ethnic group			
FSM	Not eligible	143	95	87.5
	Eligible	7	4.66	12.5
FAITH	Christian	97	65	28
	Other			
	Refused	2	1.33	
	No religion	51	34	72

SEN	No SEN	135	90	87.6
	SEN Support	13	8.66	12.4
	SEN EHC plan or statemented	2	1.33	1.5
PROFILE OF NEED	Autistic spectrum disorder			
	Behaviour, emotional and social difficulties	1	0.67	15.9
	Hearing impairment			
	Moderate learning difficulty	10	6.66	22.2
	Visual impairment			
	multisensory impairment			
	Physical disability			
	Profound and multiple learning difficulty			
	Speech language and Communication	4	2.66	29.8
	Specific Learning difficulty			
	Severe learning difficulty			
Other difficulty/Disability	0	0	4	

Our school population is currently 99.3% White British. Pupils who have English as an additional language is significantly lower than the national average. We have a low number of children with special educational needs.

Things we do well:

Rigorous monitoring of attendance to deal with absences as soon as they occur.
Adherence in exceptional circumstances liaising with other agencies e.g. EWO, PSA

Things we would like to improve:

Deeper analysis of attendance of vulnerable groups
Reduce term time holiday absence.

Section 2 Attainment Data

This is how our school compares at the end of Year 6 (Key Stage 2)

	Key Stage 2 outcomes for Different Groups in Our School	Reading Expected standard %	Maths Expected Standard %
Gender	Girls	86	71
	Boys	77	85
Ethnicity	White British	100	100
Special Educational Need	No Special Educational Needs	100	
	SEN Support		25
	SEN EHC Plan or statement		
FSM	Eligible	40	60

We provide good access to education and promote achievement and attainment for everyone. We use information to help us do this. Termly data tracking and analysis informs provision mapping to ensure needs are met.

Things we do well:

Specialist teaching groups for pupils with additional needs in all key stages ensures they receive individually tailored support. This has a positive impact on attainment.
We liaise with a wide range of professionals and agencies to ensure we meet the needs of all our pupils and their families.

Things we would like to improve:

To continue to support those children in receipt of Pupil Premium through the employment of qualified teaching staff. To narrow the gap between vulnerable groups of pupils and others.

Section 3 Fostering Good Relations Between People

We aim for our school community to be welcoming. We foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	Promotion of School and aims and values Assemblies to promote and celebrate differences Profile of British Values PSA, PSHE
Pupil Voice	School Council School website Pupil committees Enterprise
Positive Imagery:	Staff presentations to governors demonstrate how curriculum subjects enable children to adapt and learn in Modern Britain and how each subject offers opportunities for children to learn the British Values School website.

Themed days/events.

Things we do well:

We promote opportunities for all stakeholders to visit and participate in events and give us feedback.

Our school values and the British Values are focused on to ensure all staff understand the importance of helping children to grow up living in Modern Britain. Our school website encourages positive imagery and builds confidence in children.

Things we would like to improve:

Improvement and development of the school accessibility plan.

Develop further opportunities for pupils to learn about different cultures and beliefs in order to promote a greater understanding of diversity.

To increase governors understanding of how we promote British Values

Section 4 Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken
Exclusions Data:	There has been a 1 day exclusion from the school in the last 3 years
Exclusion and Victimisation and Discrimination:	There have been no reported hate crimes in the last 3 years
Monitoring of Discriminatory Incidents:	There have been no reported incidents in the last 3 years
Anti-Bullying and Harassment	We work hard to deal quickly with any issues raised by pupils or parents. Restorative practice is used. Our message is clear - bullying will not be tolerated. Details of behavioural incidents are kept in the Behaviour Log. Analysis of these incidents shared with the Chair of Governors on a half termly basis. (Mr P White)

Our school has rigorous systems in place to monitor behaviour incidents within the school. Analysis of behaviour incident is undertaken half termly and shared with the full Governing Body termly.

Things we do well:

Rigorous monitoring of behaviour.

Prompt and effective behaviour management techniques deployed by all staff to de-escalate potential behaviour incidents.

Things we would like to improve:

Continue to be proactive and maintain our high standards and expectations

Continue to use philosophy for children's activities to encourage pupils to challenge own thinking.

Section 5. Participation and Engagement

How we have involved people in developing equalities at our school.

Examples	Steps the school has Taken
School Council	Review of policies Involvement in selecting local charities to work with and raise money for including national and local charities
Pupil Voice	Displays showing pupil voice from a range of children in the school. Children's interests and involvement in planning for themed work Committees
Parents/carers	Parent questionnaires Termly parent meetings PTFA
Staff	Staff meetings. Questionnaires. Consultation on school policies. Statutory guidelines followed. HR consulted.
Local Community	Open events – local magazine

Things we would like to improve:

To increase and develop opportunities for family learning sessions led by external agencies.

Equality Objective 1 To increase governor and staff understanding of equality and its implications on a day to day basis through training.			
Lead person responsible for Equality Objective		J Ledingham K Platten	
Outcomes <ul style="list-style-type: none"> All governors and staff understand their role with respect to the Equality Act and the implications for their practice Accessibility plan completed 		Performance Measure/Evidence: Policies and procedures will not disadvantage groups of pupils with protected characteristics.	
Action	Lead person responsible for action	Time scale	Date action reviewed by Governors
Accessibility Plan reviewed, updated and published on the school website.	KP	September 2018	Spring Term meeting 2018 Complete
SLT to disseminate training to all teaching staff	JL/DP/KP	ongoing	Summer Term 2018 Complete
Governing body will consider and approve the Equality Policy	JL	Autumn 2017	Autumn 2017 Complete
The Equality Policy is communicated to all staff, Governors and Parents	JL	Spring 2018	Summer Term 2018 Complete
Progress Made			
	Continue	Reviews are planned on a bi annual basis.	All actions completed and renewed by governors.

Equality Objective 2 To evaluate the curriculum and resources to ensure that diversity and equality are reflected			
Lead person responsible for Equality Objective		JL	
Outcomes <ul style="list-style-type: none"> The school's curriculum and resources reflect diversity both nationally and internationally Children have an increased understanding of equality and diversity within their locality and nationally. 		Pupil participation	
Action	Lead person responsible for action	Time scale	Date action reviewed by Governors
Regularly consider the ways in which teaching and the curriculum integrates British values and diversity	JL/KP	ongoing	Annual report to Governors
Further develop the use of data in targeting pupils ensuring that all pupils make progress	DP	ongoing	Spring Term 2019
Ensure sufficient opportunities within the school curriculum to address equality, diversity and SMSC.	JL/KP/DP	ongoing	Annual report to Governors
Progress made			

Reviewed September 2018
 To be reviewed annually