

Bramley Grange Primary School - Single Equality Policy.

October 2018

EQUALITY STATEMENT

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher /Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.

School Community	Responsibility
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on*[please insert how you intend to do so some e.g: schools website, part of a special newsletter, through other mediums as identified by the Governing Body]*

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

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Attainment

Equality Objective: To narrow the progress and attainment gap between boys and girls.

Why?

In school attainment and progress data shows that there is a gap between the attainment of boys and girls. Attainment on entry data shows that when girls enter school both F1 and F2 their attainment is average in all core areas (Reading, writing, maths) whereas boys' attainment is below average in all core areas. In relation to progress, girls make good progress in all areas, but boys make satisfactory progress in reading and writing.

How?

We intend to engage and motivate boys to read and write through the provision of meaningful and purposeful tasks that encompass a theme that will interest boys. We also intend to purchase reading material that will interest and engage boys, particularly in relation to non-fiction texts. We will track progress of boys and girls closely to evaluate the impact.

Outcome

We intend to ensure that boys and girls make equal progress from their starting points. We will narrow the attainment gap through accelerating boys' progress in particular. We will monitor girls' progress to ensure there is no negative impact on their progress and relative attainment.

Attainment

Equality Objective: To ensure that SEN children across the whole school make good progress.

Why?

In school data analysis shows that the progress of SEN children Y2-Y5 is satisfactory. Children make better progress at Y6, but need many interventions to ensure they secure good progress.

How?

We intend to evaluate the quality of provision for this group of children using data from 2011/2012 alongside monitoring strategies such as work scrutiny and pupil discussions.

Outcome

We intend to use the information gathered to engage in the 'Achievement For All' project to accelerate progress in this area. Although this will particularly focus on SEN development for this academic year, in order to begin to narrow this gap, our intention is extend this to all pupils. We will evaluate the impact of this project termly.

Community Cohesion

Equality Objective: Recognise and Respect Diversity

Why?

Our school census data shows that there are a small number of ethnic minorities on role in the school (4.3%). The Local Community is mainly White British. Children need to develop an understanding of diverse communities beyond their locality.

How:

The school will engage in a global partnership with a school in Zambia.

Outcome:

The children will develop an understanding of diverse communities, how they live and the differences in their culture and that of the Local Community in which they live.

Additional Objectives:

Our data did not identify any areas of concern in relation to religion or belief or to age. However we have decided to include actions in these areas as noted below:

- In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus as part of our school curriculum activities.
- Monitor the number of children entering school with EAL including tracking their performance. This is currently 2.6%

