



Brabourne CEP School

Equality Information and Objectives Statement – May 2019

Guided by the Equality Act 2010

This policy has been prepared with the Christian Value of courage foremost – this is a core value of the school and all members of the school community aspire to live by it daily. All members of the school need to have courage to stand up for equality and to encourage others to do the same.

1. Our General Duties

- The Governing Body of Brabourne CE Primary School is committed to promoting equality and diversity and eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- By recognising and appreciating individual needs and differences the school will be broadly representative of the communities it serves and be a place where children and staff will thrive – physically, mentally, socially, and spiritually.
- We aim to advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will be achieved by implementing equal opportunities and diversity practice across the three dimensions of the School: as an employer; an educator; and a resource of the local community.

We will ensure that the whole school community is aware of this policy, including our equality information and objectives, and publish it on our website.

2. Our Legal Duty

We understand the principle 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:

- disability (as defined by the equality Act 2010) and those who have additional educational needs
- groups of pupils whose prior attainment may be different from that of other groups
- those who are academically more able
- pupils for whom English is an additional language
- looked after children
- young carers
- ethnicity
- religion and belief
- pupils from low income backgrounds
- Gypsy, Roma and Traveller children
- gender
- gender reassignment

- sexual identity
- age (for employees)
- maternity and pregnancy (for employees)
- marriage and civil partnership (for employees)
- children from military families
- other vulnerable groups

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:

1. Publish equality information

This information is in appendix A. No information will be published which could specifically identify any individual child or adult.

2. 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

We will use the information collected to:

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan
- monitor progress towards meeting these objectives and implementing our accessibility plan
- inform future action

Our objectives (set out in appendix B) 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.

3. Core Statements

In fulfilling our legal obligations we will be guided by five core statements:

- All learners are of equal value.
- We recognise, welcome and respect diversity.
- We foster positive attitudes and relationships, and a shared sense of belonging.
- We observe good equalities practice, including staff recruitment, retention and development.

- We aim to reduce and remove existing inequalities and barriers.

4. Addressing Prejudice Related Incidents

Our 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 fare 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.

5. Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

Governing Body

Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.

Head teacher

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 the whole 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.

Staff

Support the Head teacher to ensure fair treatment and access to services and opportunities. 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.

Parents and Community

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

Support 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.

6. Monitor and Review

Equality Information (appendix A) will be updated annually.

Equality objectives (appendix B) will be reviewed every two years or as changes occur to the objectives.

Appendix A

Equality Information about the pupils at school – as of May 2019

Gender	55% male – 45% female
Ethnicity	White British 96% - White Other 2% - Other Mixed 1% - No Comment 1%
Religion/Belief	Christian 67% - Not stated 33%
English as Additional Language	1%
Pupils eligible for Pupil Premium	7%
Special Educational Needs	13%
Disability Including: hearing impairment, diabetes, severe allergies, autism	9%
Looked After Children	None
Young Carers	None

Appendix B

Equality Objectives

Objective	Action	Success Criteria
<p>Ensure pupils with disabilities are fully included in all aspects of school life.</p>	<ul style="list-style-type: none"> • Find out how the condition may impinge on school life for each child with disability eg unable to hear fully or needing regular monitoring of sugar levels • Discuss with parents and specialist professionals, what needs to be put in place to overcome any barriers • Provide or deploy adequate resources to enable the above • Ensure staff are trained where necessary • HT and Governors to take account of any financial implications when budgeting • Regularly review provisions 	<p>No incidents of children with disability being excluded through lack of school action</p>
<p>Ensure pupils with SEN make as much progress as those without SEN</p>	<ul style="list-style-type: none"> • Keep register of pupils with SEN and those on the cusp who may need monitoring – regularly review the list • Teachers, SENCO and HT discuss what support each child needs to help them progress (whether quality first teaching or interventions) • Provide or deploy adequate resources to enable the above • Regularly review pupil progress and impact of provisions • HT and Governors to take account of any financial implications when budgeting 	<p>In year and end of year assessments show SEN pupils make progress in line with non-SEN children</p>
<p>Ensure pupils from low income households have as much opportunity and can make as much progress</p>	<ul style="list-style-type: none"> • Keep a register of pupils with Pupil Premium funding. • Ensure the Pupil Premium funding is targeted to those specific pupils in a way that makes a difference to their academic and social 	<p>In year and end of year assessments show Pupil Premium pupils make progress in line with non-Pupil</p>

<p>as their peers</p>	<p>outcomes.</p> <ul style="list-style-type: none"> • Monitor attendance of pupils in receipt of Pupil Premium to ensure it is on a par with their peers. • HT and governors to monitor the success of this objective. 	<p>Premium cohort.</p>
<p>Recognising the low level of diversity within our school, we also aim to broaden the minds of our pupils, preparing them for life in a more diverse society in future and fostering good relations through our local community.</p>	<ul style="list-style-type: none"> • Include objectives and actions to promote diversity awareness in the school improvement plan. • Include objectives and actions to promote the role of the school and its pupils within the local community in the school improvement plan. 	<p>Governor monitoring visits for school improvement plan will include assessment of success of actions through discussion with pupils, understanding their awareness of diversity.</p>