

Brookvale Primary School



Equalities Information

- **Equalities Information Annual Public Sector Equality Duty Statement – November 2019**
- **Equality Objectives 2018 – 2022**

Equalities Information Annual Public Sector Equality Duty Statement

In line with the Equalities Act, 2010, the school's Equality Objectives and Public Sector Equality Duty, the following statement which is reviewed and updated annually demonstrates the school's focus on providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community.

This Statement and our objectives have been arrived at following discussions with members of the school community, an analysis of our curriculum, staff training needs, wider opportunities and a review of the school's developing population over recent years.

We are committed to meeting our Public Sector Equality Duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We shall achieve this through:

- Implementing required policies and procedures
- Ensuring appropriate training for our staff
- School assemblies and special events
- Our curriculum and interaction with all members of our school community
- Our communications, website and publications
- Our ethos and values
- Appropriate oversight by school leaders and Governors
- Discussions with and feedback from our pupil voice
- Opportunities to reflect the multicultural nature of our school community
- Our use of display and development of an accessible learning environment
- Visits to museums, places of worship and places of local interest
- A focus on the involvement of parents and carers
- Our identified school objectives – published separately
- Feedback to our Governing Body
- The close monitoring and response to any incidents of inappropriate behaviour towards others as reflected in the Equalities Act 2010

The above will be monitored by Senior staff and will involve seeking the views from pupils, parents and staff.

November 2019

Brookvale Primary School

Protected Characteristic	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Equality policy Data on admission Termly reports on racial incidents to GB Low number of reported racial incidents	Celebration of differences Curriculum Assemblies School policies Value differences EMA team Inclusion team	Celebration of differences Curriculum Assemblies Good links with parents Family Support School policies promote equality Job descriptions for staff School values School displays promote diversity
Disability	School policies Inclusive practices Feedback from parents/questionnaires Termly reports to GB Assessment data Purchase additional resources – auxiliary equipment	School policies Raising attainment Tracking progress Inclusion team	Good links with parents Parent Support Workers Assemblies SEND meetings/structured conversations School values School displays promote diversity
Gender	Admissions process Recruitment process Gender equality scheme Tracking data	Recruitment process School policies Raising attainment of girls KS2 Maths Tracking progress PPMs	Good links with parents Parent Support Workers Assemblies School values
Gender Reassignment	Inclusive practices Admissions process Recruitment process Equality policy	Celebration of differences School policies Value differences Review of practices Inclusion team	Good links with parents Parent Support Workers Admissions process School values
Pregnancy and Maternity	Reasonable adjustments in place to support Regular meetings Risk assessment	Continue good practice Paternity leave	Following policy Continue to make reasonable adjustments to ensure they are supported at work School values
Age	Employment/recruitment process	Recruitment process	Recruitment process School values
Religion and Belief	Admissions procedures Employment documents Balance of staff employed	Celebration of differences Curriculum Assemblies	Celebration of differences Curriculum Assemblies Good links with parents Family Support Workers School values School displays promote diversity
Sexual Orientation	School policies Inclusive practices Admissions process Recruitment process Equality policy	Celebration of differences School policies Value differences Review of practices Inclusion team	Good links with parents Parent Support Workers Admissions process School values

Equality Objectives 2018- 2022

In line with the Equalities Act, 2010 and the school's Equality Policy and Public Sector Equality Duty commitment statement, the following objectives demonstrate the school's focus on providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community.

These objectives have been arrived at following discussions with members of the school community, an analysis of pupil progress and a review of the school's developing population over recent years.

Progress against the above and our Equalities Objectives will be monitored termly by reports to Governors and will be formally reviewed annually over each the next four years in terms of the specific objectives. The timescale and procedures for monitoring the objectives may be amended in the light of new guidance or changes to relevant legislation.

Objective	Success Criteria	Actions and Persons responsible	Timescale and monitoring
To ensure that boys achieve the high levels of progress achieved by girls in reference to reading and writing	That boys close the gap to girls in levels of progress in reading and writing That boys become more fluent readers and confident writers and achieve appropriate levels of progress and achievement.	There is an increased awareness amongst staff and parents of the need to raise literacy skills in boys to achieve progress in line with girls. Appropriate resources are provided to further engage boys in the development of skills Increased opportunities for parents to improve their skills in encouraging boys' reading at home	The progress of boys' literacy skills will be monitored termly by means of standardized tests and by close analysis of teacher assessments. Reports to Governors will be provided termly
To continue to raise awareness of different cultures and ethnic groups within the community and to broaden their experience of other cultures across the world.	Greater understanding and respect for differences. The school ethos and curriculum promotes respect for the differences of the school community. Issues are covered through lessons, assemblies and staff training	Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures. All stakeholders	Monitoring will be by termly reports to governors and evidence will be gathered by feedback questionnaires, the analysis of incident logs and information gathered by the school council. Implementation and strategy planning will initially be the responsibility of the SLT and then by teaching and support staff in consultation with the school council.
To review levels of parental and pupil engagement in learning and school life, across all	Improved levels of parent and pupil engagement in learning and school life.	A range of school clubs are to be offered to all children. Parents are to be invited into EYFS classes for reading activity.	Analysis of after school club attendance Parent questionnaires Record of attendance at information meetings

<p>activities to ensure equity and fairness in access and engagement.</p>	<p>Improved attendance at Parents' evenings Curriculum information sessions provided for specific year groups EYFS stay and Play sessions</p>	<p>Parents learning events to be planned and delivered Analyse children who are attending the clubs to ensure an inclusive process is in place. Parents to complete evaluation forms when they attend learning events or open days. The pastoral team to work on building relationships and engagement with parent/carers. Parent questionnaires to be distributed annually.</p>	<p>Analysis of attendance at Parent meetings</p>
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Brookvale Primary School Equality Action Plan – On-going

R	D	G	CC	SO	RB	A	Action	Success Criteria	Monitoring	Who?
✓	✓	✓	✓	✓	✓	✓	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Staff are familiar with the principles of the Equality Plan and use them in planning/wall displays/learning environment	Check planning/wall walks	Headteacher SLT Learning Mentor
✓	✓	✓	✓	✓	✓	✓	Understand and address staff and pupil perceptions of race, disability and gender equality in school	The school and wider community are aware of and actively working to support our single equality policy. Negative perceptions are challenged and addressed.	Parent Questionnaires Check incidents	Headteacher SLT Learning Mentor
✓	✓	✓	✓	✓	✓	✓	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability. Analysis demonstrates the gap is narrowing for equality groups	Check pupil tracking, vulnerable groups, targets	Headteacher / Class teachers Co-ordinators
✓	✓	✓	✓	✓	✓	✓	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Check planning, topic plans, Classroom learning environment	All staff
✓	✓	✓				✓	Recognise and represent the talents of all pupils in and ensure fair and accurate representation of race, gender and disabilities.	Gifted and Talented register monitored by race, gender and disability are fairly and accurately represented on the G&T register	Check G&T register, sports/arts groups Talk to pupils, Class Teachers	Deputy

R	D	G	CC	SO	RB	A	Action	Success Criteria	Monitoring	Who?
✓	✓	✓	✓	✓	✓	✓	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Diversity reflected in school displays/Learning Platform across all year groups. Increase in pupil participation, confidence and positive identity	Wall walk, whole school areas and classroom learning environment	Headteacher Learning Mentor
✓	✓	✓	✓	✓	✓	✓	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, Buddies, class assemblies etc	Diversity represented in membership of school council, buddies, playleaders	Check membership	Learning Mentor SLT
✓							Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	Teaching staff are aware of and respond to racist incidents Number of incidents reduced,	HT Governors	HT, Governing body
			✓				Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance, High Fives (Netball), Table Tennis, Football to make participation reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities	Check club membership of clubs	PE co-ordinator Deputy
✓			✓		✓		Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Planned opportunities within curriculum topics. Increased awareness of different communities and their cultures	Talk to pupils, monitor T&L, Check displays	HT, SLT Learning Mentor
✓	✓	✓				✓	Continue to analyse pupil achievement by race, gender and disability and act	Data analysed, trends and patterns identified. Support put in place, with a positive impact	Check pupil tracking and end	HT/SLT

R	D	G	CC	SO	RB	A	Action	Success Criteria	Monitoring	Who?
							on trends and patterns in data that require additional support for pupils	on achievement of vulnerable pupils.	of Key Stage results	
✓							Continue to recognize the need to support inter-cultural links and citizenship	Improved global links and liaison with other children internationally, via letters, email and visitors to school	Monitor topics, wall displays Learning platform International Award	Learning Mentor

(Code: R = Race, SO = Sexual Orientation, D = Disability, RB = Religion or belief, G = Gender, A = Age, CC = Community cohesion)

