



Equality Information and Objectives Policy

Date	Reason for issue	Approved: Governors & Staff	Review Date
April 2018	Revision of policy as a result of merger: Jan 2018		April 2022 Objectives to be reviewed on a yearly basis.

OUR SCHOOL COMMITMENT

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Brackensdale Primary School prides itself on being an extremely inclusive school where we focus on the well-being and progress of every child whatever their starting point and where all members of our community are of equal worth.

- We try to ensure that everyone is treated fairly and respectfully;
- We want to make sure that our school is a safe and secure place for everyone;
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same;
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of: Their age; a disability; their ethnicity, colour or national origin; their gender; their gender identity (they have reassigned or plan to reassign their gender); their marital or civil partnership status; their being pregnant or having recently had a baby; their religion or belief; their sexual identity and orientation.

Equality Information and Objectives Statement

- We recognise that some pupils need extra support to help them to achieve and be successful;
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably;
- Our aim is for all children to achieve more;
- The values we teach our children are Resilience, Resourcefulness, Respectfulness, Reflectiveness, Risk Taking & the importance of Relationships.

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006);
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Action 2010). We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving. As part of this we will:
 - Publish information every year about our school population;
 - Outline how we have due regard for equality and how we promote community cohesion;

- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

PART ONE – INFORMATION ABOUT THE PUPIL POPULATION

Number of pupils on roll at the school: 529

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

There are pupils at our school with different types of disabilities and these include:

- Cognition and Learning needs
- Autism;
- Speech Language and Communication Needs;
- Hearing Impairment;
- Physical Impairment
- ADHD
- Social, Emotional & Mental Health

Information on Other Groups of Pupils

We aim for all our pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from lower income households

Number of pupils currently eligible for free school meals: 202 pupils

Percentage of school population: 38%

Pupils with Special Educational Needs or Disability (SEND)

	Number of pupils	Percentage of the school population
No SEN need	336	64%
SEN Support	118	22%
EHCP	75	14%
SEND monitoring	25	5%

Pupils with English as an additional language (EAL)

Number of pupils who speak English as an additional language: 26 pupils

Percentage of school population: 5%

Other vulnerable groups

There are a number of children who have other needs at Brackensdale Primary School:

- We provide therapy and counselling for children with social, emotional & mental health difficulties and attachment disorder. *As of Jan 2018 we will be providing Theraplay for children.*
- There are a number of children with severe and complex needs, including autistic spectrum disorder, global delay and speech and language difficulties.

PART 2 – HOW WE HAVE DUE REGARD TO EQUALITY

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act: Special Educational Needs and Disability

We are still working towards our 95% attendance target in the year 2017/18, there are still some pupils whose attendance is not meeting this target:

PP children

FSM children

SEN children

There will be a continued focus on improving the attendance of these groups in 2017/18 & 2018/19.

Attendance Action Plan 2017/18 to address this with measurable and specific objectives.

Renewed and updated for 2018/19

PART 3 – HOW WE HAVE DUE REGARD TO EQUALITY

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act: Special Educational Needs and Disability

- Related policies in place are anti-bullying, on line safety and cyber-bullying, behaviour, safeguarding, and SEN;
- Accessibility plan for the disabled;
- Admission arrangements – EAL have an induction process led by EAL lead;
- Exclusions are monitored and reported;
- Incidents of harassment are recorded;
- Staff and governors have regular safeguarding and SEND training;
- Authority complaints procedures are followed;

- There are staff and pupil codes of conduct;
- EAL strategies are employed and resources targeted as this becomes a significant group.

Special Educational Needs and Disability

We provide equal access to all areas of the curriculum and provide support where necessary;

- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils and can access the curriculum in the same way.

We are committed to working for the equality of people with and without disabilities.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

- Providing equal access to all areas of the curriculum;
- Providing additional support and resources as and when necessary;
- Supporting disabled learners and staff by meeting their individual needs;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them;
- Providing adequate training for all staff;
- Tracking and monitoring identified groups and their access and performance.

Brackensdale Primary School will foster good relations and community cohesion by:

- Involving parents in understanding how they may help their children at home;
- Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities;
- Providing an anti-prejudice curriculum which is incorporated into PSHE, Citizenship and Spiritual Moral Social and Cultural (SMSC) and which celebrates difference and diversity;
- Ensuring that pupils learn about the experiences of disabled people and how they may encounter prejudices;
- Providing policies, systems and procedures that promote tolerance and tackle prejudice, eg, Behaviour Policy, Anti-Bullying Policy, Online -Safety Policy, Safeguarding Policy, SEND policy;
- Monitoring and ensuring equal access to school clubs and pupils with SEND, if this is deemed beneficial for their well-being.

What has been the impact of our activities? What do we plan to do next?

- Attendance has improved for all of the groups mentioned above
- PP – met school target of 95% now increased to 96% for 2018/19
SEN –still careful monitoring has seen improvements but not consistently across both key stages. Remains high priority focus for 2018/19.
- A Theraplay approach to support vulnerable pupils with social, emotional and mental health issues has been organised to start in Jan 2018.
- Family Engagement Lead designated within school following DO funding and support.

Ethnicity & Race (including our increasing number of EAL learners)

Summary Information: We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard for the following:

- We have a range of languages spoken in the school (6) and there are a variety of cultures;
- Our pupils are very respectful of each other's ethnicities and cultures.
- Assessing attainment and progress with regard to ethnic groups on a termly basis to ensure pupils who are falling behind are targeted for support as soon as possible;
- CPD for all staff from our trained EAL lead in school Mrs Taylor in conjunction with the SLT.

Brackensdale Primary School fosters good relations and community cohesion by:

- Following a curriculum that supports pupils to understand, respect and value difference and diversity;
- Ensuring that the curriculum challenges racism and stereotypes;
- Holding events such as enrichment days
- Ensuring that all ethnicities are made to feel welcome and included;
- Offering support and information for parents;
- Involving parents, carers and families in participating in enrichment activities;
- Ensuring Friends of Brackensdale is open to all and positively promoted to our parents from different ethnic groups.

What has been the impact of our activities for 2018/19? What do we plan to do next?

Our Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives. We aim to address areas where we need to take action to improve equality and tackle disadvantage.

We will regularly review the progress we are making towards meeting our equality objectives.

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1. To review levels of parental, pupil and whole staff engagement in learning and school life, (including the school council) across all activities to ensure equity and fairness in access and engagement.

Why have we chosen this objective?

With the school becoming a Primary school in Jan 2018 it is important that we now develop a new approach that brings everyone together.

We need to enable pupils with SEND to sit on the school council by using peer support and a differentiated selection process. Actively encourage pupils with protected characteristics to stand for school council representation. Monitor membership of the school council to ensure the mix of boys and girls, race and religion is evenly representative.

We need to increase the number of parents that form our Friends of Brackensdale parent group.

2. To ensure SEND children are achieving their full potential through rigorous monitoring and tracking of pupils in reading, writing, maths and personal development.

Why have we chosen this objective?

We have 41% SEND across the school and so it is a large percentage of our overall cohort.

Actions: Analysis of data in terms of attainment and progress from individual starting points from Sept 2018 by ML and SLT.

Ensure all children identified as not making adequate progress are closely monitored by class teachers in the first instance.

Provision maps created, monitored and updated half termly for measurable impact to be used across the school

New assessment system for specifically identified pupils not making progress in their chronological year group.

Evidence: Accurate, updated SEND register, termly continuous assessment and pupil progress meetings, termly MEPs written with specific personal and academic targets, shared with pupils and parents.

3. To continue to develop staff's understanding of equality and its implication on a day to day basis and in this way reduce or remove any inequalities particularly relating to protected characteristics

Why we have chosen this objective:

Staff training to raise awareness about equality is due.

To achieve this objective we plan to:

Include training about equality and protected characteristics in our CPD schedule. Review our curriculum and extra-curricular activities taking into account protective characteristics.

Progress we are making towards these objectives: (to be completed July 2019)

PART 4 – CONSULTATION AND ENGAGEMENT

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Questionnaires;
- Website
- Pupil/Parent questionnaire;
- Newsletters;
- School Council
- Parents Evenings and open afternoons

Date	Who we consulted	Summary	Action taken
May 2018	Parents of children with SEND	The parents who responded were very positive about the progress that their child makes.	-Ensure all class teachers share books at parents evening -MEPs to contain both personal and academic targets.
Nov 2018	Parents: Talk Boost programme Maths Hub PROGRAMME	The parents who attended found it very useful and for the maths programme it is ongoing and parents can work toward a qualification from Derby University	Outcomes to show improvement in Dec/April & July 2019.

Part 5 –Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes to our policies. This means we must consider what the impact of these decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised and ratified by the governing body.

Review objectives yearly to measure impact: July 2019

Review policy: