



Bramley Church of England Primary School

# Equality Information and Objectives Policy

APPROVED

Date:

Governors Signed \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signed \_\_\_\_\_ Date: \_\_\_\_\_

Next Review Date Sep 2020

## **EQUALITY INFORMATION AND EQUALITY OBJECTIVES**

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 any 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.

At Bramley C of E Primary School:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our schools are 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.

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 be successful.

The 3 Over-arching Christian values we teach our children are: Love, Respect and Courage

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
- Publish information regarding our main equality challenges
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

## **Part 1: Information about the pupil population**

Number of pupils on roll at the school: 382

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**

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

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

- Autism
- Speech Language and Communication Needs
- Hearing Impairment
- Visual Impairment
- Severe Allergies
- Cerebral Palsy
- Down's Syndrome

### **Ethnicity**

The main ethnic categories in the school are: White British making up 80% of our population, in addition we have pupils from Italy, Germany, Poland, and of Gypsy Roma Traveller heritage.

### **Religion and belief**

The majority of the school are either Christian or non-declaring.

### **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:

## **Whole School**

### **Number of pupils currently eligible for Pupil Premium**

Total - 59

Percentage of school population 15%

### **Pupil with Special Educational Needs (SEN)**

Total - 53

Percentage of school population 14%

### **Pupil with English as an additional language (EAL)**

Total - 6

Percentage of school population 1.6%

### **Pupil registered as a traveller**

Total - 18

Percentage of school population 4.7%

### **Young carers**

Currently no children are Young Carers

### **Other vulnerable groups**

There are a number of children who are on our Vulnerable Child register. We provide counselling for children with emotional difficulties. There are a number of children with severe and complex needs, including autistic spectrum disorder, global delay and severe speech and language.

## **Part 2: Our main equality challenges**

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below.

For some of these challenges we have also set and published equality objectives. See Part 4 of this document.

- Although we have met our target of 96% attendance this year, there are still some pupils whose attendance is not meeting this target, including some children with Special Educational Needs (SEN) and some children from the Traveller background (GRT).
- Lateness continues to be an issue specifically for some SEN children and GRT children across the schools.
- Due to the changes in assessment and National Curriculum progress rates for SEN children is difficult to evidence.
- As we have a largely White British population we need to ensure that they are given opportunity to learn about other cultures and religions including those present in our school.

### **Part 3: How we have due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

The things we have in place to support equality.

- Related policies in place are behaviour, e-safety and cyber-bullying, behaviour, safeguarding and SEN.
- Accessibility plan for the disabled
- Admission arrangements – new arrivals have an induction.
- Exclusions are monitored and reported.
- Incidents of harassment are recorded.
- Incidents of bullying are recorded and outcomes of actions reported.
- Staff and governors have regular safeguarding and SEN training.
- Non-discriminatory employment practice is adhered to.
- There are staff and Governors codes of conduct.
- EAL strategies are employed and resources targeted.
- We provide equal access to all areas of the curriculum and provide support where necessary.
- We are committed to working for the equality of people with and without disabilities.
- Providing adequate training for all staff.
- Tracking and monitoring identified groups and their access and performance.
- Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities.
- Providing a curriculum which is incorporated into PSHE, Citizenship and Spiritual Moral Social and Cultural (SMSC) and which celebrates difference and diversity.
- Providing policies, systems and procedures that promote tolerance and tackle prejudice e.g. Behaviour Policy, Anti-Bullying Policy, E-safety Policy, Safeguarding policy.
- Monitoring and ensuring equal access to after school clubs to pupils with SEND, if this is deemed beneficial for their well-being.

## Equality Objectives and Action Plan 2018-2020

Action	Who	When	Success Criteria	Update (Oct 019)
Objective/s				
<ul style="list-style-type: none"> <li>Although we have met our target of 96% attendance this year, there are still some pupils, whose attendance is not meeting this target, including some SEND and Traveller pupils.</li> <li>Lateness continues to be an issue, specifically for some of our children from vulnerable groups.</li> </ul>				
Send out half termly updates to these parents along with the guidance on penalty fines for poor attendance & lateness	Admin Officers	At the start of each half term recapping on previous half term	For the % for this group of children to be 92%+ by the end of the academic year 019/020 & for the amount of lates to be reduced by 50%.	<b>018-019 review</b>  <b>Attendance Rates</b> <b>81%-89%</b> <b>improvement for GRT</b> <b>91%-94%</b> <b>improvement for SEN</b>  <b>Lates</b> <b>25% improvement for GRT</b> <b>14% improvement for SEN</b>
Set up a system where by Admin Officer/Assistant analyse attendance data and advise EHT/HOS about the need for intervention.	Admin Officers	System to be set up by end of Spring 2019. On-going and face to face with SLT member each half term		
Introduce a reward system for good attendance and good punctuality	SLT to organise, Class Teachers to administer.	To start in Autumn 18		
Objective				
<ul style="list-style-type: none"> <li>For all SEN children to make at least good progress throughout the year.</li> <li>For all SEN children to have evidence of working at greater depth at the correct ability related objectives.</li> </ul>				
Action	Who	When	Success Criteria	Update (Oct 019)
To establish a clear criteria on what constitutes good progress.	SLT	By end of Aut 1 2018	All teachers understand how progress is measured in the core subjects and how this relates to SEN children. We need to ensure that	<b>We have introduced pupil profiles which assess children's progress against objectives from previous year groups.</b>

			parents of SEND children working below ARE understand their child's progress and attainment.	Progress rates for SEN children working significantly below ARE is. Our aim in 2019-2020 is to ensure that this is 75%+ across all areas.
To continue to fully embed the tracking system for SEN progress across ability based objectives.	SLT	On-going throughout the year.	That all SEN children are being assessed against the relevant objectives and are able to evidence the ability to work at greater depth.	68% expected progress for reading 50% expected progress in maths 63% expected progress for maths.
To refresh all teachers subject knowledge on how to differentiate yet challenge SEN pupils	English and Maths Leaders SENCo	On-going throughout the year	For SEN children to make good progress. For lesson obs to demonstrate high levels of challenge for al pupils including SEN	Lesson monitoring from both internal and external sources reports that the quality of teaching regarding the support for SEN children is at least good.
Objective				
<ul style="list-style-type: none"> <li>Children who have had high levels of turbulence require additional support to ensure that they are making good progress.</li> </ul>				
Action	Who	When	Success Criteria	
For the inclusion leader or SENCo to support the class teacher in assessing any new arrivals needs and then organise the appropriate support be academic, social or emotional.	SM/JD with Class Teacher, monitored by phase leader	When new children arrive	That new arrivals make good progress and settle quickly to life in Bramley Primary School	New arrivals with SEN are supported by the Inclusion Leaders and SENCo. In the last 2 years we have has 5 children join us with significant additional need. All of these

				children have bespoke plans in place including EHCP or EHCP pending.
Objective				
<ul style="list-style-type: none"> <li>As we have a largely White British population we need to ensure that they are given opportunity to learn about other cultures and religions including those present in our school.</li> </ul>				
Action	Who	When	Success Criteria	
Ensure that the RE curriculum is broad and incorporates an awareness of different cultures around the world	RE/SMSC Leader	Curriculum review in 018-019	That our plans and the children's work evidence greater knowledge and understanding of the multi-cultural world that we live in.	The curriculum has been reviewed to ensure it offers breadth of experience and curriculum progression. We use the Living Differences scheme of work to guide our RE teaching and ensure we include all major religions and cultures.
Ensure that curriculum planning incorporates opportunity to look at different cultures with regards to beliefs, art, music and literature.	SLT	Half termly review		
To ensure that themes and stories that are chosen for assembly reflect the diversity of our country and the wider world.	RE/SMSC Leader	Termly		