




Bramingham Primary School Equality Information and Objectives

Version	Bramingham Primary School (V2) replaces Single Equality Policy The Key Model Policy January 2023 (Approved Forbes Solicitors)		
Policy Adopted By:	Bramingham Primary School Improvement Committee		
Policy Sign off by (Print Name)	Chair of Governors	Signature:	
Date:			
Review date:	January 2024 Any updates to this policy will be shared with the full governing Body. (Objectives Valid to Jan 2027)		

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1. Aims

Bramingham Primary is a unique school where every individual, every achievement and every moment matters.

We provide a happy, safe and caring environment that nurtures, inspires and celebrates individuality. We develop independent, self-confident, resilient and inquisitive learners who have high aspirations.

Bramingham Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- › Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

At Bramingham Primary School we understand the principal of the Equality Duty and the work needed to ensure those with protected characteristics are not discriminated against and promote equality of opportunity for all.

The relevant protected characteristics under the Equality Act 2010 are:-

- age (employees)
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- Marriage and Civil Partnership (employees)

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The Governing Body will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Co-Headteachers

The Co-Headteachers will:

- › Meet with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they are familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors
- › Report back to the full governing body regarding any issues

The designated member of staff for equality (Assistant Headteacher - Inclusion) will:

- › Support the Co-Headteachers in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Support the Co-Headteachers in identifying any staff training needs, and identify training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues. They regularly liaise with the Senior Leadership Team regarding any issues the Co-Headteachers ensure Governors are made aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic. The attainment of learners in different subjects is rigorously monitored and appropriate interventions identified e.g. looked after children, learners with SEN, learners with English as an additional language, those eligible for pupil premium etc.
- › Taking steps to meet the particular needs of people who have a particular characteristic.
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities including sports, after school clubs and making these activities accessible for all)

In fulfilling this aspect of the duty, the school will:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of bullying)
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Values base Education:

Our values underpin our school ethos curriculum. All adults model our positive universal values and children develop reflective practices to become ethically intelligent individuals.

- › Promoting friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- › Holding assemblies dealing with relevant issues and we invite external speakers to contribute
- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community.

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

Ensure all groups of pupils achieve challenging targets and any gaps in attainment are reduced.

To achieve this objective we plan to:

- Collate, analyse and address whole school data with specific regard to gender, SEND, Pupil Premium (socio-economic backgrounds) and EAL pupils,
- Our Assistant Headteacher (Inclusion) has responsibility for leading, developing and enhancing the inclusive teaching practice of others and sharing data with key stakeholders, taking a clear strategic lead on narrowing the gap for vulnerable groups.
- Have a strong focus on attendance and review current procedures, implementing the attendance strategy.
- Develop pupils' motivation and positive attitudes to learning, implementing epraise and embedding across the school community.
- Establish the clearly defined behaviour strategy
- Ensure high quality teaching and learning is consistent throughout the school
- Careful planning of provision and targeted support in Early Years in order to ensure the GLD measure is above national by the end of reception. Updating and refining the curriculum across the school.

Progress we are making towards this objective: Assistant Headteacher (Inclusion) recruited and using data to develop a strategy and lead on narrowing the gap for vulnerable groups and appropriate interventions developed. Attendance strategy reviewed and implemented to support parents and increase children's attendance across the school community. ePraise introduced to children and parents as a motivational tool with impact measured. Review of appraisal paperwork undertaken.

Objective 2

Increase levels of parental engagement with their children's learning and wider school life, ensuring equality and fairness in access, engagement and in the voice they have.

To achieve this objective we plan to:

- Workshops held r to enable parents to have greater awareness of their children's learning and develop skills to help them at home.
- Increase communication with parents through social media, emails, texts, newsletters, web-site.
- Offer support to translate communications as necessary.
- Regular questionnaires and consultation to gauge feedback, opinions, needs, concerns and what is going well.
- Re-establish The Friends of Bramingham PTA supporting community involvement in the life of the school.
- Re-introduce stay & play sessions, parenting programmes, CAMH and Epilepsy Workshops

Progress we are making towards this objective: Reintroduction of workshops post covid restrictions. Focus on social media output to strengthen communication and celebrate successes.

Objective 3

Ensure attendance at extra-curricular clubs is proportionally representative of all groups of pupils and removing barriers to access whilst ensuring clubs/trips are not reinforcing gender and cultural stereotypes

To achieve this objective we plan to:

- Offer wider enrichment and extra-curricular activities to all year groups.
- Adhere to our charging and remissions policy & procedures to remove financial barriers to accessing extra-curricular clubs/trips/activities.
- Provide equal opportunities for all pupils to access school clubs and monitor registers/electronic sign up of those attending. Ensuring opportunities are advertised to all and bookings are available in a fair and equitable manner when allocating places.
- Ensure equality and diversity is represented across the curriculum eg. when studying significant figures such as scientists, historical and sporting figures. Texts used across the curriculum represent a diverse community.

Progress we are making towards this objective: Increased extra-curricular offer, recruitment of a sports coach covering out of school hours to support this. Charging & remissions policy reviewed to offer free after school places removing financial barriers. Processes in place to enable fair and equitable access to extra-curricular activities.

9. Monitoring arrangements

The Co-Headteachers will update the equality information we publish at least every year.

This document will be reviewed by the School Improvement Committee of the Governing Body at least every 4 years.

This document will be approved by the School Improvement Committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Charging and Remissions
- SEND information Report
- Admissions Policy
- Attendance Policy & Procedures