



EQUALITIES INFORMATION AND OBJECTIVES

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Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Berwick Hills Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Berwick Hills Primary school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

An Ofsted inspection in June 2018 identified the following strengths:

- The school is incredibly passionate about giving pupils the best possible educational experiences which help them develop as confident individuals who are successful in their learning.
- Meticulous tracking of pupils' progress helps identify any pupil who needs additional support.
- The school's values run through all aspects of the school's work and promote pupils' social, moral, spiritual and cultural development
- Leaders are determined for the school to be as inclusive as possible and they make sure that the pupil premium funding is used effectively to support disadvantaged pupils.

School in Context**Information about the pupil population**

No. of pupils on roll: 352 (as of 24.11.2020)

Pupils with Special Educational Needs (SEN) inc. Disability		
	No. of pupils	% of school population
No SEN	271	77%
SEN Status	79	23%
Statement / EHCP	2	0.01%

Gender		
	No. of pupils	% of school population
Female	198	56.25%
Male	154	43.75%

Race and Ethnicity (32 categories recorded)		
	No. of pupils	% of school population
Arab	3	0.86%
Indian	1	0.29%
Iraqi	7	1.99%
Kurdish	1	0.29%
Other Black	1	0.29%
Other mixed background	2	0.57%
White - British	333	94.56%
White and any other Asian Background	1	0.29%
White and any other ethnic group	2	0.57%
White and Black African	1	0.29%

In addition to pupils with protected characteristics, we wish to provide information on the following groups of pupils:
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	No. of pupils	% of school population
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Pupils from low-income background	185	52.56%
Pupils with English as an additional language (EAL)	9	2.56%

Ethos and Atmosphere

- At Berwick Hills Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an *openness* of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with all stakeholders

Monitoring and Review

Berwick Hills Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students:

- Attainment data
- Attendance data
- Bullying incidents
- Exclusions
- After-school provision

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Berwick Hills Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors:

- Staff profile
- Attendance at training events
- Staff appraisal/performance management.
- Applicants for employment
- Governor information is collected

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Head Teacher

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources

- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage
- The building is a fully accessible building, with provision for hearing impairment

Curriculum

At Berwick Hills Primary school, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality

Resources and Materials

The provision of good quality resources and materials within Berwick Hills Primary School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, ethnicity or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity

with legislation and impact

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Friends of Berwick Hills group has been develop to support the activities of the school, stakeholders are encouraged to be a part of this group.
- Members of the local community are encouraged to join in school activities

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The Head Teacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The Head Teacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procurement

The school will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an

impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the Policy and Plan

The school will make the policy available to all staff, governors and stakeholders, and publish the policy on the school website. It will also sit alongside, the school's self-evaluation documentation.

Annual Review of Progress

Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

EQUALITIES ACTION PLAN - KEY OBJECTIVES 2020-2023

Objective	Protected characteristic	Actions	Lead person	Time frame	Success Criteria	Progress / outcome
Work towards achieving the Inclusion Quality Mark (IQM) Inclusive School Status	Gender Ethnicity Disability SEN Attainment and background	<ul style="list-style-type: none"> £99.50 IQM registration Complete IQM Self Evaluation Report to prepare acts for foral assessment £1350 One day assessment for IQM Inclusive School Status 	SENCO/DH T HT	Completed assessment by July 2021	<p>Successfully evidence against the following criteria:</p> <p>Element 1 - The Inclusion Values of the School</p> <p>Element 2 - Leadership and Management and Accountability</p> <p>Element 3 Curriculum – Structure, Pupil Engagement and Adaptation</p> <p>Element 4 Teaching and Learning – Learning Environment, Planning, Resources and Pedagogy</p> <p>Element 5 – Assessment</p> <p>Element 6 – Behaviour, Attitudes to Learning and Personal Development</p>	

					<p>Element 7 – Parents, Carers and Guardians</p> <p>Element 8 – Links with Local, Wider and Global Community</p>	
<p>To narrow the gaps in attainment between pupils from low-income backgrounds and other children, ensuring all Pupil Premium children attain as highly as non – pupil premium children</p>	<p>Pupils from low-income background</p>	<p>Staff training dedicated to data analysis of groupings, attainment, progress, gap analysis and identification of learning needs</p>	<p>HT / SLT</p>	<p>End of each half term</p>	<p>Prioritise children for intervention according to need and ensure that the % of PP children in receipt of intervention is more than 70%</p> <p>Monitor PP progress of each class in comparison with non-PP at each PPR (Pupil Progress Review) meeting</p>	
<p>Further develop positive attitudes towards other faiths and cultures</p>	<p>Gender</p> <p>Ethnicity</p> <p>Disability</p> <p>SEN</p>	<p>Making effective use of the PSHCE curriculum to raise pupil awareness of inappropriate language and the harmful effects on individuals</p> <p>Further embed the</p>	<p>PSHCE Coordinator</p> <p>SLT</p>		<p>Reduction overall in number of Hate incidents recorded annually as compared with previous years</p> <p>Children demonstrate tolerance towards all faiths and cultures</p> <p>Children demonstrate that</p>	

		<p>PREVENT agenda within school life Further develop procedures for monitoring Hate incidents including racist language Evidence of appropriately themed lessons within long and medium term planning across school Curriculum planning monitored termly Anti-Bullying log monitored and reviewed half-termly in SLT meetings</p>			<p>certain language is offensive and they understand why</p>	
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