



# Bridstow CE Primary School

## Equality Statement

### April 2015

#### INTRODUCTION

As a school we welcome our duties under the Equality Act 2010.

#### **Our General Duties**

- ❖ The Governing Body of Bridstow CE Primary School is committed to promoting equality and diversity and eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- ❖ By recognising and appreciating individual needs and differences the school will be broadly representative of the communities it serves, and be a place where children and staff will thrive - physically, mentally, socially, and spiritually.
- ❖ We aim to advance equality of opportunity, and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will be achieved by implementing equal opportunities and diversity practice across the three dimensions of the School: as an employer; an educator; and a resource of the local community.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives, by informing parents that they are published on our website and in our school prospectus.

#### **Our Legal Duty**

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- ❖ disability (as defined by the equality Act 2010) and those who have additional educational needs
- ❖ groups of pupils whose prior attainment may be different from that of other groups
- ❖ those who are academically more able
- ❖ pupils for whom English is an additional language
- ❖ looked after children
- ❖ young carers
- ❖ ethnicity
- ❖ religion and belief

- ❖ pupils from low income backgrounds
- ❖ Gypsy, Roma and Traveller children
- ❖ gender
- ❖ gender reassignment
- ❖ sexual identity
- ❖ age (for employees)
- ❖ maternity and pregnancy (for employees)
- ❖ marriage and civil partnership (for employees)
- ❖ children from military families
- ❖ other vulnerable groups

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

#### 1. Publish equality information

No information will be published which could specifically identify any individual child or adult.

#### 2. Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- ❖ Admissions
- ❖ Attendance
- ❖ Attainment
- ❖ Exclusions
- ❖ Prejudice related incidents

We will use the information collected to

- ❖ evaluate how well we comply with all our duties under the Equality Act
- ❖ assess the potential and actual impact of policies and procedures
- ❖ decide where positive action may be appropriate
- ❖ identify priorities, set equality objectives and update our accessibility plan
- ❖ monitor progress towards meeting these objectives and implementing our accessibility plan
- ❖ inform future action.

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

### **Core Statements:**

In fulfilling our legal obligations we will be guided by seven core statements:

- ❖ All learners are of equal value.
- ❖ We recognise, welcome and respect diversity.
- ❖ We foster positive attitudes and relationships, and a shared sense of belonging.
- ❖ We observe good equalities practice, including staff recruitment, retention and development.
- ❖ We aim to reduce and remove existing inequalities and barriers.
- ❖ We consult and involve widely
- ❖ We strive to ensure that society will benefit.

### Addressing Prejudice Related Incidents

Our school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.

### Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

#### ❖ Governing Body

Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.

#### ❖ Head teacher

As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

#### ❖ Teaching Staff

To support the Head. Ensure fair treatment and access to services and opportunities Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.

#### ❖ Non Teaching Staff

Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.

#### ❖ Parents and Community

Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and

challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

❖ Pupils

Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

**Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved:.....

Date to be reviewed:.....

# BRIDSTOW CE PRIMARY SCHOOL ACTION PLAN

## May 2012

### Action

#### Information gathering

- ❖ A small group will be set up to collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion through assessing and tracking our protected characteristics by staff and governors. We will consider the information we have collected about our school, where possible, in the context of national and county information.

### Timescale

Before the end of Summer Term 2012

Quantitative data is available from:

Raise online statistics, Additional Needs Profile, School's own tracking system, Sims, OFSTED report (May 2012)

Qualitative information on Equality is available from:

School policies (where they make a statement about the importance of avoiding discrimination).

Minutes of governor meetings. Particularly those evidencing discussions regarding responsibilities for equality).

Notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken.

Notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns - e.g. advised to discuss concerns with the Head, or awareness of staff harassment/bullying policies raised).

Whole staff training on Safe Guarding and Whistleblowing.

Detail about particular initiatives undertaken in the school and where possible, the impact of this initiative (e.g. increases in attainment).

Links with schools which enable pupils to exchange experiences with pupils from different backgrounds.

Information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures (SEAL, weekly assembly focus, circle time).

### Action

#### To publish data

- ❖ 2. The most recent information collected by the school will be available on the school website and the School Prospectus by the end of the Summer Term 2012 and updated annually thereafter. The school will do its best to respond positively to requests for copies in paper form or alternative formats.

### Timescale

Before the end of Summer Term 2012

### Action

#### To publish objectives

- ❖ 3. Using the data we will identify priorities and set equality objectives, update our accessibility plan and monitor it's progress.

### Timescale

Before the end of Summer Term 2012