

EQUALITIES STATEMENT

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to: eliminate discrimination, advance equality of opportunity and foster good relations.

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:

- age
- disability
- ethnicity
- gender
- religion and belief
- sexual identity
- gender reassignment
- maternity and pregnancy
- Marriage and Civil Partnership (for employees)

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:

- Publish equality information – to demonstrate compliance with the general duty across its functions.
- We will not publish any information that can specifically identify any individual child or adult
- 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

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.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Core Statements:

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

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

Our Ethos/mission

Britannia CP School is a place where individuals are valued for themselves and where all are expected to give of their best.

Addressing Prejudice Related Incidents

This 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. The Local Authority may provide some support.

Responsibility

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

School Community	Responsibility
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.
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	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 to 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 to report prejudice related incidents
Parents	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.
Other Stakeholders and Local Community Members	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 made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on the school website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile.

Our objectives will sit alongside our overall school improvement plan and therefore will be reviewed as part of this process.

Written by N.Longstaff September 2021

Date Approved: September 2021

Review date – September 2021

Date approved by GB- September 2021

Next Review date – September 2022

The school has used the following process to assist us in identifying some of the barriers to their pupils in accessing education provision.

STAGE 1: UNDERSTANDING OUR SCHOOL COMMUNITY – PUPILS



Basic Characteristics

02 January 2021

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (211 pupils)

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Rec	29	20 (69.0%)	9 (31.0%)	5 (17.2%)	5 (17.2%)	2 (6.9%)	1 (3.4%)	2 (6.9%)	0 (0%)	0 (0%)	2 (6.9%)	0 (0%)
Y1	30	16 (53.3%)	14 (46.7%)	4 (13.3%)	2 (6.7%)	1 (3.3%)	0 (0%)	3 (10.0%)	3 (10.0%)	0 (0%)	0 (0%)	1 (3.3%)
Y2	29	15 (51.7%)	14 (48.3%)	6 (20.7%)	6 (20.7%)	1 (3.4%)	0 (0%)	6 (20.7%)	6 (20.7%)	0 (0%)	0 (0%)	1 (3.4%)
Y3	31	16 (51.6%)	15 (48.4%)	3 (9.7%)	2 (6.5%)	0 (0%)	0 (0%)	5 (16.1%)	5 (16.1%)	0 (0%)	0 (0%)	0 (0%)
Y4	32	14 (43.8%)	18 (56.3%)	8 (25.0%)	8 (25.0%)	1 (3.1%)	0 (0%)	3 (9.4%)	3 (9.4%)	0 (0%)	0 (0%)	1 (3.1%)
Y5	31	17 (54.8%)	14 (45.2%)	5 (16.1%)	4 (12.9%)	3 (9.7%)	0 (0%)	6 (19.4%)	5 (16.1%)	0 (0%)	1 (3.2%)	1 (3.2%)
Y6	29	20 (69.0%)	9 (31.0%)	11 (37.9%)	8 (27.6%)	1 (3.4%)	0 (0%)	6 (20.7%)	4 (13.8%)	0 (0%)	2 (6.9%)	0 (0%)
All	211	118 (55.9%)	93 (44.1%)	42 (19.9%)	35 (16.6%)	9 (4.3%)	1 (0.5%)	31 (14.7%)	26 (12.3%)	0 (0%)	5 (2.4%)	4 (1.9%)

* Includes pupils with Information Not Obtained.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Pakistani	3	1	1.9
White - British	112	90	95.7
White and Black Caribbean	1	1	0.9
White and Asian	0	1	0.5
Black - African	2	0	0.9
All	118	93	100.0

Religion and Belief

The vast majority of the school are noted as Christian or non given. A small minority 1.9% of the population are Muslim and other religion.

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender. When appropriate we will seek further support and guidance on how and when to monitor.

Sexual Identity - The school have limited information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked on entry. When appropriate we will seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected. School does have a minority represented in the school.

THE INFORMATION GATHERED

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

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

Equality Objective: Ensure that we are able to communicate effectively to all parts of the local catchment area in the present and in the future.

Why: All areas of the community have equal opportunity to attend.

How: Local press, Local Authority admissions documentation and guidance – supports different languages and cultures. New website to be launched September 2019.

Outcome: Cohorts are a true reflection of the catchment in which we live and no groups feel unwelcome in applying.

Attainment

Equality Objective: To explore and understand the issues further so that the school can begin to narrow gaps between different groups especially with boys reading and writing.

Why: Evaluation of the school's data identifies that there can be a variance in the attainment of different groups.

How: Analyse the school's data and put support in to ensure that any gaps in attainment are narrowed.

Outcome: School Improvement Plan/ provision maps are a dynamic tool that identifies group differentials and focuses interventions and strategies as necessary.

Attendance

Equality Objective: To explore and understand the reasons for the absence and what support can be given to individual pupils to improve attendance rates.

Why: Whilst attendance is good, there are a minority of children, from identifiable groups, that have significantly more absence.

How: Work to help support parents and children who are struggling with attendance.

Outcome: To decrease the number of children who are demonstrating persistent absence.

Impact – reduction of PA over a three year period. Attendance above NA of 96%.

Exclusions

Equality Objective: To ensure that exclusions are not more common in identifiable groups.

Why: Rates of exclusion are well-below the national average but it has been noted that LAC children have been more likely to struggle to regulate their behaviours in school.

How: Report data to governors on a regular basis, review the data as staff and reflect this in our approach to behaviour.

Outcome: To analyse any data and ensure that exclusion criteria applied equally and fairly to all identifiable groups.

Prejudice Related Incidents

Equality Objective: Raise awareness of LGBT and promote positive attitudes towards religions. This will also including develop work around gender stereotypes and of other religions and faiths.

Why: Work with staff and children has identified that this is an area where awareness could be improved.

How: Continue to review PSHE curriculum in line with new RSE guidance and specialist advice. Invest in additional workshops to support children from specialist leaders. Promote STEM and challenge gender stereotypes within the school and the curriculum. Work with parents panel on the development of the scheme of work.

Outcome: To raise awareness of this protected characteristics and to enhance the educational provision around sexual orientation. With this in place the chance of any prejudice related incidents will be reduced.

Additional Objectives:

Our data did not identify any areas of concern in relation to religion or belief or to age. However, we have decided to include actions in these areas as noted below:

In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus. This curriculum will be developed further through inclusion of JW belief.

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To employ and celebrate a diverse workforce.

Why: We recognise that it is important to have a workforce that represents the society we serve and celebrate what each person brings to the workplace.

How: Advertise correctly, broadly and make the school a place where people from all areas of society would wish to apply to work.

Outcome: Have a diverse workforce where all staff feel welcome and accepted.