



Bearwood Primary and Nursery School Equality Policy 2021-2023

Article 3 (UNCRC) *All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.*

Article 4 (UNCRC) *The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.*

Article 28 (UNCRC) *You have the right to a good quality education. You should be encouraged to go to school at the highest level you can.*

Article 29 (UNCRC) *Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

Including quality information and objectives

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to be the best they can whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together - our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations, in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

School Context

Bearwood Primary & Nursery School is a below average sized primary school, aged 3-11, with a maintained nursery located within Bournemouth, Christchurch & Poole Local Authority (BCP), bordering Dorset LA.

Bearwood Primary and Nursery school currently has 228 pupils on role including 21 p/t pupils in the nursery class. There is also a (voluntary) Pre School on our site. Since opening in 1994 the school has experienced fluctuating changes in number on role, which has reduced mainly due to the aging population with less children in the immediate community, though is a rapidly changing picture due to significant housing development within our community. The stability in highly experienced staffing and pupil numbers has ensured a higher regard in the community and improving provision and outcomes for pupils.

The school's success is based on our commitment to providing a broad and balanced education which promotes high standards of achievement for every child. We are an inclusive school with a high focus on meeting the emotional needs of pupils to ensure that they are ready for learning.

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability - we understand that reasonable adjustments may need to be made
- Gender (including transgender) - we recognise that girls and boys, men and women have different needs
- Religion and belief - we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race - we appreciate that we all have different experiences as a result of our ethnic and racial backgrounds
- Age - we value the diversity in age of staff, parents and carers

- Sexual orientation - we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status - we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity - we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

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

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer, foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Pupil Data (2021)

	FS1	FS2	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Number of children	21	30	30	29	32	30	26	30
Boys	8	15	14	19	18	16	13	17
Girls	13	15	16	10	14	14	13	13

Whole School Pupil Data

EAL	26
No. of Different Languages	12
FSM	48
Pupil Premium	49
SEN	31
EHCP	5

Ethnic background	FS1	FS2	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Asian		1					1	1
Any other white	1	1	1	2	1		2	3
Any other ethnic				1	4			1
Any other mixed		2						
Chinese							1	
White Eastern European				1	1		1	
Gypsy/Roma					1			
Pakistan		1						
White British (inc White Irish)	7	22	29	20	24	27	21	24
White and Asian		1		1		1		1
White & Black African		1		2	1	1		
White & black Caribbean		1		1		1		
Not Obtained	13	1						

Religion	FS1	FS2	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Christian		1	3	5	4	2	3	2
No religion		1	2	2	2	4	1	1
Catholic			1		1	1		2
Muslim		1	1		1		1	
Jewish								1
Other								
Not provided	21	27	23	22	24	25	21	24

Incidents

Incident	Number of sessions in 2018-2019	Number sessions in 2019-20	Number sessions in 2020-21
Exclusions	5	3	3
Bullying	3	2	6
Racial	1	4	2
Homophobic	2	0	0

Staff Data

Information	Evidence and commentary
Composition of staff	14.3% Male - 5 85.7% Female - 30
Ethnic background	91% White British 9% Other
% staff with disability	0%

Equality Objectives

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: To narrow the gap between the performance of disadvantaged groups - including Ever6 FSM (free school meals) children, SEND children - and other non FSM children. In particular, we are keen to diminish the difference between our middle ability PP pupils and non PP pupils.

Objective 2: To review the levels of parental engagement and pupil engagement in learning and school life, across all activities to ensure equality and fairness in access and engagement.

<p>Key Task</p>	<p>Objective 1: To narrow the gap between the performance of disadvantaged groups - including Ever6 FSM (free school meals) children, SEND children - and other non FSM children. In particular we are keen to diminish the difference between our middle ability PP pupils and non PP pupils.</p>	<p>Objective 2: To review the levels of parental engagement and pupil engagement in learning and school life, across all activities to ensure equality and fairness in access and engagement.</p>
<p>Action</p>	<ul style="list-style-type: none"> • HT to lead SENCo, PP Lead, Maths, English and EYFS subject leaders in various delegated tasks to ensure all PP children get the best learning opportunities. • Pupil progress reviews • Regular work scrutiny • Positive impact of interventions 	<ul style="list-style-type: none"> • Audit parental attendance at parent's evenings, workshops and events. • From audit identify trends etc speak with parents to establish if their are particular barriers to engagement. • Monitor home reading and home learning - identify pupils who are not engaging fully. Talk with families to identify barriers and provide support for improved engagement e.g. IT, resourcing etc

	<ul style="list-style-type: none"> • Improved attendance for PP pupils involving the Pupil Engagement Worker. • PP spending Plan □ PP report published on website 	
To be completed by	July 2022	July 2022
Monitoring	<p>Governor member to challenge the HT and celebrate progress</p> <p>Half termly progress checks Regular updates in SLT meetings</p>	<p>HT report to Governors - governors questions</p> <p>Governor rep. tour and walk around of school</p> <p>Half termly progress checks Regular updates in SLT meetings</p>