



Abram Bryn Gates Primary School

EQUALITY INFORMATION & OBJECTIVES SCHEME 2021-22

Date of policy: Summer Term 2021

Review date: Summer Term 2022

Policy statement

This equality scheme outlines the commitment of staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils in school and ensuring that there is equality of access to all aspects of school life.

We believe that every member of the school community should feel safe, secure, valued and of equal worth. At Abram Bryn Gates equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination.

We have used the following existing policies, documents and information to inform our Equality Scheme and Action Plan:

- School Improvement Plan
- Equal Opportunities policy

- Inclusion Policy
- Behaviour Policy
- PSHE & C Policy & Curriculum
- Anti-bullying Policy
- Access Plan
- School Census
- Attainment Data
- Attendance information
- Behaviour records
- Intervention records
- Incidents of race discrimination or bullying (none in the last 12 months)
- Parent questionnaires
- Provision maps
- Data analysis

As a school we recognise our responsibilities under the Equality Act 2010 to avoid discrimination, harassment and victimisation on the grounds of any of the protected characteristics listed in the Act.

The purpose of this scheme, as required by us as a public body by the Public Sector Equality Duty under Section 149 of the Act, is to ensure that we pay due regard, in all we do, to the need to:

- (a) eliminate unlawful discrimination;
- (b) advance equality of opportunity; and
- (c) foster good relations.

The Wider Context

The national demographic presents an ever changing picture in terms of age, ethnicity, disability and social deprivation.

At the start of the Autumn Term 2020 at Abram Bryn Gates there are 8 teaching staff; 1 HLTA, 9 teaching assistants; 2 admin staff; 2 cleaning staff; and 2 kitchen staff 91.6% are female, 8.3% are male – 100% are White British.

There are 143 pupils in school and the gender mix is currently 58.7% boys; 41.3% girls of which 94% are White British, 0.7% White & Black African, 1.4% Chinese, 4.2% White European

Of the 143 pupils on roll, 5.6% have English as an Additional Language.

Because our school community and the community it serves is predominantly White British one of the main priorities for us is to develop and understanding of cultural and religious diversity within local, national and global contexts.

Responsibilities

The governors as a whole are responsible for:

- making sure the school complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer;
- supporting the Headteacher to implement any necessary actions;
- making sure the school complies with the public sector equality duty under s.149 of the Equality Act 2010;

The head teacher is responsible for:

- making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school improvement priorities;
- overseeing the effective implementation of the Scheme including the gathering and publishing of information and the monitoring of the Equality Action Plan;
- developing partnerships with external agencies regarding the scheme so that the school's actions are in line with the best possible advice;
- ensuring that the Senior Leadership team is kept up to date with any development affecting the scheme or actions arising from it.
- making sure the governors, staff, visitors, contractors, pupils, and their parents and guardians are aware of equality issues, as relevant;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including identity-related incidents; and
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- avoiding unlawful discrimination, harassment and victimisation;
- promoting equality of opportunity in their work;
- fostering good relations between groups;
- dealing with identity-related incidents, whether or not they amount to bullying;
- being able to recognise and tackle bias and stereotyping; and
- taking up relevant professional development opportunities.

The Headteacher is responsible overall for:

- dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for:

- following relevant school policy

Commissioned Services (buying in services)

As a school we are increasingly responsible for the purchase of goods and services. We work closely with the local authority on procurement to ensure that equality issues are given due regard. When buying goods from external suppliers we ask the following questions to ensure that equality issues are considered:

- Could the procurement affect the duty to eliminate discrimination and harassment and promote equality of opportunity?
- If so do we need to include some equality requirement within the contract?

We ensure that contract conditions require contractors and sub-contractors to comply with the relevant legislation and with our equality policy.

Staff

We comply fully with legislation which protects our staff from discrimination based on the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, gender and sexual orientation). We make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices and disciplinary procedures. We will make efforts to ensure that the diversity of our workforce reflects that of our community and wider society. In accordance with the Equality Act 2010 we will not enquire about the health of an applicant until after a job offer has been made.

We work hard to ensure a healthy, safe and inclusive working environment. As such we will take seriously and act on any incidents of harassment and discrimination.

All staff have read and signed copies of the Equality Policy.

All staff have equal access to a rolling programme of Professional Development and training opportunities in terms of professional responsibilities as well as statutory requirements in relation to equality and cohesion and will follow the guidance of the Equality Scheme.

Access Plan

Abram Bryn Gates Primary school and is fully accessible to all. There are ramps to all external doors and the internal rooms are all on one level.. there are designated disabled parking spaces, and there are disabled toilets as well as a fully furnished hygiene room.

Publication of equality information and objectives

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will publish information to demonstrate how we are furthering the three aims of the public sector equality duty through our equality objectives plan.

From the information published, parents and others will be able to judge how well our school meets the three aims of the public sector equality duty under the Equality Act 2010.

Signed: Chair of Governors

Date:

Equality objectives 2020-2021

Key: R = Race; D = Disability; G = Gender; RB = Religion or Belief; A = Age; SO = Sexual Orientation; GR = Gender Reassignment; MC = Marriage/Civil Partnership; P = Pregnancy and Maternity

The purpose of this action plan is to demonstrate how we, as a school, will fulfil our duty under the Equality Act 2010 by:

1. Advancing Equality of Opportunity between people who share and protected characteristic and people who do not
2. Foster good relations between people who share a protected characteristic and those who do not
3. Eliminate unlawful discrimination, harassment and victimisation as defined by the Equality Act 2010

Objective	Actions	Success criteria	Protected Characteristic										Responsibility	Timescales	Review
			R	D	G	RB	P	A	SO	GR	MC				
Publish and promote the Equality Scheme through staff meetings, governor meetings and the school website.	Publish scheme on website and share with staff and Governors.	All members of the school community are aware of and actively support the Equality Scheme	x	x	x	x	x	x	x	x	x	x	Deputy Headteacher	Immediately after approval by Governors of Equality Scheme	The scheme was presented to the governors and was approved. It was also shared with staff and parents via the school website.
Continue to identify, monitor and respond appropriately to any racist incidents and report the figures to the Governing Body on a termly basis.	Follow current procedures	Clear systems in place to monitor, report and address racist incidents.	x			x							Headteacher	Ongoing	Clear systems are in place to monitor, report and address racist incidents. No cases of racism have

Continue to analyse pupil achievement by race, gender, SEN, PP, LAC and disadvantage and act swiftly to address any trends or patterns which emerge.	Data analysis Pupil progress meetings Provision maps	Through data analysis support is put in place to narrow any gaps in attainment.	x	x	x							SLT	Ongoing	Data is analyzed carefully and the attainment of SEN, PP, and LAC children is monitored. Timely action is taken when necessary.
Continue to raise the attainment of SEN children	Identify underachievement and implement interventions swiftly.	Attainment for SEN children improved.		x								SENCO	Ongoing	SEN children are making progress.
Continue to provide opportunities for the school and wider community to learn about and celebrate cultural and religious differences.	Assemblies celebrating religious and cultural festivals. Whole school book week focusing on stories from other cultures. RE Curriculum	Children and parents have greater knowledge and understanding of other cultures and religions.	x	x	x	x						Headteacher, RE co-ordinator	Ongoing	Assemblies celebrate religious and cultural festivals.

<p>Provide opportunities to learn about and celebrate British Values and how they bring us together.</p>	<p>Review new curriculum maps to ensure there continues to be a breadth of opportunity to learn about British Values. Celebrate significant events such as the Queen's birthday and Remembrance Day. Curriculum topics to include teaching on democracy and British history (PSHE & C and History curriculums) Use of Picture News in Key Stage and class worship</p>	<p>Children understand the importance of British values. Children develop an identity that encompasses being a member of British society with rights and responsibilities. The school community is brought together to celebrate key British events.</p>	<p>x</p>									<p>PSHE&C co-ord History co-ord SLT</p>	<p>Ongoing</p>	<p>British Values are planned into the curriculum and key events such as Remembrance Day are celebrated. Children are taught about democracy and British history. Key issues are discussed through the use of Picture News in school and class assemblies when appropriate.</p>
<p>Ensure parents and other visitors are aware that school has disabled facilities including disabled access, parking and toilets.</p>	<p>Publicise information on websites, on newsletter. Information provided on arrival as necessary</p>	<p>Parent feedback indicated a good level of awareness</p>		<p>x</p>								<p>Headteacher Office staff</p>	<p>Ongoing</p>	<p>Parents and visitors are aware of disabled access.</p>

Continue to develop innovative ways of communicating with parents and increasing their involvement in their children's learning and school life.	Tapestry (EYFS) Website Parent workshops Class Dojo Twitter Facebook	Increased input from parents within the assessment process in Reception. Improved communication with parents. Parents report that they are satisfied with the methods of communication used by school (parent survey).	x	x								EYFS Leader Headteacher Office staff Pastoral lead	Ongoing	Parents engage well with school through Class Dojo and Tapestry. Success and celebration is shared on Facebook and Twitter.
When necessary utilise the interpreter service to facility meetings e.g. parent's evening and induction meetings.	Liaise with pastoral staff (new starters) and class teachers to identify when an interpreter is required. Liaise with EMAS team	Smooth transition to school for EAL students.	x									Deputy Headteacher Pastoral lead Class teachers	Ongoing	Good liaison takes place between school and EMAS. EAL children are well supported and have made good progress.
Continue to develop the induction programme for EAL students.	Identified TA to deliver induction programme to any new EAL students.	EAL students quickly acquire the necessary day to day language required to successfully navigate the school day.	x									Deputy Headteacher EAL TA	Ongoing	One EAL student started in Reception Class in 2020. She settled well and quickly acquired the language needed to navigate the school day and went on to achieve GLD.

Specialist equipment and resources to be arranged as required for children with SEN and/or medical needs	Children are fully integrated into our school with necessary equipment and resources.	Children able to access all areas of the curriculum and recommendations from professionals are implemented and acted upon.		x								SENCO	Ongoing	SEN children access all areas of the curriculum and recommendations are followed. Provision maps are completed and these also detail the effectiveness of interventions.
Improve outcomes for children in EYFS with communication difficulties.	Use Wellcomm as a baseline assessment tool and then to inform ongoing speech and language intervention programmes. to improve communication skills and narrow any identified gaps. Monitor carefully and provide intervention as required.	Children with communication difficulties make good progress in the prime area of communication during the reception year.		x								EYFS leader and staff	Initial assessments completed during baseline assessment period, interventions ongoing.	The Neli Program was used to support children with speech and language difficulties in Reception Class and all made good progress.

Review, update and publish equality objectives in line with the Equality Act 2010.	Publish scheme on website and share with staff and Governors.	All members of the school community are aware of and actively support the Equality Scheme	x	x	x	x	x	x	x	x	x	x	Deputy Headteacher	Annually	
Continue to identify, monitor and respond appropriately to any racist incidents and report the figures to the Governing Body on a termly basis.	Follow current procedures	Clear systems in place to monitor, report and address racist incidents.	x			x							Headteacher	Ongoing	
Continue to record and respond appropriately to all cases of harassment or bullying, including those of a racial or homophobic nature.	Follow current procedures	Students report that they feel safe knowing that incidents are dealt with effectively.	x	x	x	x			x	x	x		Headteacher	Ongoing	
Ensure that the behaviour policy continues to promote resilience and good behaviour for learning across the school.	Behaviour policy followed by all staff and regularly reviewed. Behaviour policy consistently followed by all staff. Staff training on Positive Handling and de-escalation.	Positive behaviour for learning leads to a measurable impact on engagement, attainment and progress.	x	x	x	x		x	x	x	x		SLT	Ongoing (training in Autumn Term 2018)	
Continue to analyse pupil achievement by race, gender, SEN, PP, LAC and disadvantage and act swiftly to address any trends or patterns which emerge.	Data analysis Pupil progress meetings Provision maps Child led Mentoring sessions and parents meetings	Through data analysis support is put in place to narrow any gaps in attainment.	x	x	x								SLT	Ongoing	

Continue to raise the attainment of SEN children	Identify underachievement and implement interventions swiftly. Review use of new B Squared assessment tool for children working out of year group.	Attainment for SEN children improved.		x									SENCO	Ongoing	
Continue to provide opportunities for the school and wider community to learn about and celebrate cultural and religious differences.	Assemblies celebrating religious and cultural festivals. Whole school book week focusing on stories from other cultures. RE Curriculum	Children and parents have greater knowledge and understanding of other cultures and religions.	x	x	x	x							Headteacher, RE co-ordinator	Ongoing	
Provide opportunities to learn about and celebrate British Values and how they bring us together.	Review new curriculum maps to ensure there continues to be a breadth of opportunity to learn about British Values. Whole school 'Build a Country' week focusing on British Values. Celebrate significant events such as the Queen's birthday and Remembrance Day. Curriculum topics to include teaching on democracy and British history (PSHE & C and History curriculums) Use of Picture News in Key Stage and class worship	Children understand the importance of British values. Children develop an identity that encompasses being a member of British society with rights and responsibilities. The school community is brought together to celebrate key British events.	x										PSHE&C co-ord History co-ord SLT	Ongoing	

Ensure parents and other visitors are aware that school has disabled facilities including disabled access, parking and toilets.	Publicise information on websites, on newsletter. Information provided on arrival as necessary			x									Headteacher Office staff	Ongoing	
Continue to develop innovative ways of communicating with parents and increasing their involvement in their children's learning and school life.	Tapestry (EYFS) Website Parent workshops Friday morning parent group Class Dojo Facebook page	Increased input from parents within the assessment process in Reception. Improved communication with parents. Parents report that they are satisfied with the methods of communication used by school (parent survey).	x	x									EYFS Leader Headteacher Office staff Pastoral lead	Ongoing	
When necessary utilise the interpreter service to facility meetings e.g. parent's evening and induction meetings.	Liaise with pastoral staff (new starters) and class teachers to identify when an interpreter is required.	Smooth transition to school for EAL students.	x										Deputy Headteacher Pastoral lead Class teachers	Ongoing	
Continue to develop the induction programme for EAL students.	Identified TA to deliver induction programme to any new EAL students. Race to English Programme Liaise with EMAS team	EAL students quickly acquire the necessary day to day language required to successfully navigate the school day.	x										Deputy Headteacher EAL TA	Ongoing	

Specialist equipment and resources to be arranged as required for children with SEN and/or medical needs	Children are fully integrated into our school with necessary equipment and resources.	Children able to access all areas of the curriculum and recommendations from professionals are implemented and acted upon.		x								SENCO	Ongoing	
Improve outcomes for children in EYFS with communication difficulties.	Use the Neli programme as a baseline assessment tool and then to inform ongoing speech and language intervention programmes.	Children with communication difficulties make good progress in the prime area of communication during the reception year.		x								EYFS leader and staff	Initial assessments completed during baseline assessment period, interventions ongoing.	