

BRUNSWICK PARK PRIMARY SCHOOL



EQUALITY INFORMATION AND OBJECTIVES

School policy statement on equality and community cohesion

Brunswick Park Primary School is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We make sure that people from different groups are consulted and involved in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We recognise our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population. We explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

Brunswick Park Primary School has a duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals pupils who are disabled pupils who have special educational needs
- boys in certain subjects and girls in certain other subjects.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 480

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Pupil Special Education Needs (SEN) Provision

	Number of pupils	Percentage % of school population
Total number of Special Educational Needs	79	16.5%
SEN Support	55	11.5%
EHCPs	18	3.8%
Statement/EHCPs	6	1.3%

Ethnicity and Race

Ethnicity	No.	Ethnicity	No.	Ethnicity	No.
ABAN	16	MOTH	17	WOTW	14
AIND	2	MWAS	5	WTUK	6
AOTH	1	MWBA	9	WWEU	4
APKN	1	MWBC	19		
ASRO	1	OAFG	9		
BAOF	25	OKRD	6		
BCRB	63	OLAM	14		
BGHA	25	OOEG	6		
BNGN	67	OVIE	6		
BOTH	37	REFU	2		
BSLN	18	WBRI	55		
BSOM	40	WEEU	4		
CHNE	7	WKOS	1		

Gender

	No.	Percentage
Male	249	51.9
Female	231	48.1%

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)

	No.	Percentage
EAL	274	57.1%
Non-EAL	206	42.9 %

Pupils eligible for Pupil Premium

	Total	Percentage of school population
Total number of Pupil Premium pupils	217	45.2%

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- At Brunswick Park Primary School we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our governing body has had training on the Equality Act 2010. All staff have had whole school training on the Equality Act 2010.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- At Brunswick Park we have an ethos which supports respect and professionalism.
- We have a School Behaviour Policy which ensures that all pupils are rewarded and sanctioned when necessary. The Policy is applied fairly and positively by the staff.
- We have appropriate policies that deal promptly and effectively with all incidents and complaints of bullying and harassment. These may include cyber-bullying and prejudice based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We keep a record if such incidents should arise and notify those affected of what action will be taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

- All our policies make explicit that we aim to give careful consideration to equality issues. We analyse our data to ensure we act upon any concerns in relation to these protected groups.
- We review our accessibility plan every three years with the Governors.
- We record any racist or homophobic incidents and act upon any concerns.
- We have a Special Educational Needs policy and an Action Plan that outlines the provision the school makes for pupils with special educational needs.
- Our complaints procedure sets out how we deal with any complaints relating to our school.
- We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- We have clear procedures for dealing with staff discipline.
- Our Grievance Policy and procedures clearly sets out clear guidance for staff who wish to make a formal complaint.
- Our Accessibility Plan increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be obtained at the main reception.
- The school has an ICT & E-safety Policy that takes all E-safety issues very seriously.
- Through assemblies, ICT days and lessons, pupils and staff are made aware of suitable internet conduct. Subsequently, "Acceptable Use" policies are signed and adhered to by all pupils and staff.
- Through a broad range of areas of study within our Citizenship and PSHE education, we work hard to eliminate discrimination, harassment and victimisation.
- We have a comprehensive curriculum that encourages children to think about the world in which they live. Pupils are encouraged to broaden their understanding of others beliefs, cultures and faiths.
- We have a vibrant and well-represented School Council that ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and the immediate environment. The school council is strong and articulate, contributing to whole school decision making where appropriate.
- We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult.
- We have a Healthy Eating Policy that recognises a culturally diverse community and

- ensures that all pupils receive a healthy meal each day. Our food policy reflects our
- commitment to healthy lifestyle and responsibility to our environment, regardless of one's socio-economic background.
- We understand that attendance plays an integral part in pupils' achievement at school.
- Thus, through our Attendance & Punctuality Policy, we investigate any discrepancies that may occur and address inequalities appropriately. We strive to ensure that children maintain a high level of punctuality and attendance.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information:

- The school building is fully compliant with the current DDA legislation requirements, although each year relevant remedial works may be undertaken across the premises to make the facilities more accessible to pupils and or adults with a disability.
- Relationships between disabled pupils and others are very positive and incidents of inappropriate behaviour based on disability are non-existent.
- Our strong culture of support means that adults are prepared to go that extra mile to ensure pupils have a positive experience
- Where disabilities specifically impact on learning we take specialist advice

How we advance equality of opportunity:

- We support disabled learners by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.
- The school looks favourably on applicants and always interviews disabled applicants for any advertised post.
- The school actively encourages parents helpers, some of who in the past have been disabled.

How we foster good relations and promote community cohesion:

- We are developing a curriculum that supports all pupils to understand, respect and value difference, including those with disabilities
- We use assemblies and PHSHE lessons to provide positive images and perceptions of people with disabilities e.g. paralympians
- Children with disabilities are encouraged and supported to take part in all school events, trips and sports days.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of people from different ethnic backgrounds

Summary information (July 2016) :

Percentage of pupils at Brunswick Park achieving the expected standard in each subject at the end of KS2 (excluding discounted pupils recently arrived from abroad or those with a statement/EHC Plan)

	Reading	Writing	Maths	Combined
All Pupils	68	75	83	57
EAL	65	79	79	53
Non EAL	71	71	87	61
Black Caribbean	57	64	79	57
Black Nigerian	75	88	75	50
Black Somali	50	50	50	50
White British	100	83	100	83
National Average	66	74	70	53

Percentage of pupils at Brunswick Park achieving the expected standard in each subject at the end of KS1 (excluding discounted pupils recently arrived from abroad or those with a statement/EHC Plan)

	Reading	Writing	Maths	Combined
All Pupils	70	56	73	53
EAL	70	55	73	48
Non EAL	70	57	73	56
Black Caribbean	73	55	82	55
Black Nigerian	92	70	85	62
Black Somali	67	44	100	33
White British	64	64	73	58

How we advance equality of opportunity:

- Initial assessments are completed promptly for new arrivals and learning goals are set out. These may include targeted interventions
- We identify appropriate provision and then monitor its impact.
- We identify and address barriers to the participation of particular groups in learning and other activities.

How we foster good relations and promote community cohesion:

- At Brunswick Park Primary School we are proactive in promoting the spiritual, moral, social and cultural development of all our children.
- We provide special events, international days, class and school productions and sports days which help to promote community cohesion and pupil's understanding of different cultures and ethnic backgrounds

- Visits are also conducted to other local places of interest and worship
- Focus weeks are very valuable where stories from a variety of countries are shared with the children by staff, parents, older children and special visitors or where the focus week supports the curriculum for example Science or Maths Week
- We have a curriculum that supports all pupils to understand, respect and value difference and diversity and ensures that the curriculum challenges racism and stereotypes.
- We have links with communities in other countries

Gender

We are committed to working for the equality of women and men.

Summary information (July 2016) :

Percentage of pupils at Brunswick Park achieving the expected standard in each subject at the end of KS2 (excluding discounted pupils recently arrived from abroad or those with a statement/EHC Plan)

	Reading	Writing	Maths	Combined
Boys	70	79	88	64
Girls	66	72	78	50
National Average	66	74	70	53

Percentage of pupils at Brunswick Park achieving the expected standard in each subject at the end of KS1 (excluding discounted pupils recently arrived from abroad or those with a statement/EHC Plan)

	Reading	Writing	Maths	Combined
Boys	73	57	80	57
Girls	68	56	68	50

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by gender.
- We set targets to improve the attainment rates of progress of particular groups of boys and girls.
- We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.
- We ensure the curriculum interests both boys and girls.

How we foster good relations and promote community cohesion:

- Whole school events are thoughtfully planned to include and attract
- mums/dads/carers from all sections of our community in order to enrich and contribute to the children's learning and progress.
- We ensure that we include positive, non stereotypical images of men and women, girls and boys across the curriculum, through assemblies, visits and the visitors we invite in to the school.
- Through our extended school provision, boys and girls are represented (football club, basketball club, Ballet club, art clubs, African Drumming Club, Street Dancing Club, etc).
- We have equal representation of boys and girls on the school council and Eco Council. The school council ensures both boys and girls views are equally heard.
- We invite speakers into the school to talk to the children: we ensure that these represent both genders.

Religion and belief

At Brunswick Park Primary School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff pupils and parents and we comply with reasonable requests relating to religious observance and practice.

How we advance equality of opportunity:

- We support our pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.
- We promote inclusion for all our faith groups in all parts of the curriculum.
- We deliver a PSHE curriculum that promotes and supports the aforementioned statements, with tolerance and respect as key values.

How we foster good relations and promote community cohesion:

- Visits to many local places of worship and reflection have provided us with real opportunities to engage with different religious and spiritual communities around us (e.g. our local Mosque, Church and Temple).
- We encourage and involve our parents and families in celebrations based on the different religions. These have included special assemblies, displays, talks and sharing experiences and customs around significant festivals.
- Our curriculum, including RE and PSHE, encourage pupils to be accept others' lifestyles and beliefs, as well as exploring shared values.
- The RE and PSHE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice and discrimination.

Low Income/Disadvantaged backgrounds

At Brunswick Park Primary School we are committed to working for equality for people who are disadvantaged through economic and social circumstances. The school is given funds, through its pupil premium grant, to ensure that Looked After Children and those entitled to Free School Meals achieve as well as all pupils nationally and within the school

Summary information:

Summary information (July 2016):

Percentage of pupils at Brunswick Park achieving the expected standard in each subject at the end of KS2 (excluding discounted pupils recently arrived from abroad or those with a statement/EHC Plan)

	Reading	Writing	Maths	Combined
Disadvantaged	68	75	90	55
Other Pupils	68	76	72	60
National Average	66	74	70	53

Percentage of pupils at Brunswick Park achieving the expected standard in each subject at the end of KS1 (excluding discounted pupils recently arrived from abroad or those with a statement/EHC Plan)

	Reading	Writing	Maths	Combined
Disadvantaged	56	34	63	34
Other Pupils	84	78	84	72

How we advance equality of opportunity:

- We have a dedicated team of support staff who run intervention groups in reading, writing and mathematics for pupils not making expected progress or reaching national levels of attainment.
- We have one learning mentor, currently employed full-time, working with individuals and groups of pupils with specialist needs, often linked to underachievement, low self-esteem or behaviour problems.
- Three Higher Level Teaching Assistants (HLTA) and a Graduate Teaching Assistant are employed full-time to support underachieving children in class (in the mornings).
- Additional teachers provide intervention support in Y5 and Y6 where there is a higher percentage of underachieving pupils. With an additional teacher, these year groups have smaller classes in the morning, allowing teachers to focus more effectively on the needs of individual pupils.
- We run an Easter school programme for Y6 pupils.
- We subsidise places on residential trips for specific pupils entitled to FSM
- We subsidise places in after school clubs for specific pupils entitled to FSM

Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives.

Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives (These are possible examples).

Equality objective 1:

Close the attainment gap between disadvantaged pupils and other pupils, particularly in writing

Key actions to help meet this objective:

- Analyse end of year data to identify underachieving disadvantaged children who have made less than expected progress.
- Identify strategies and support through pupil progress meetings at senior and middle leadership levels to raise attainment and improve rates of progress of underachieving disadvantaged pupils (particularly in Y2, Y3, Y4 and Y6)
- Monitor progress of these pupils each term to see evaluate impact of strategies/interventions.
- Provide additional homework and resources (e.g. reading books) to support learning at home for disadvantaged pupils

Equality objective 2:

Close the attainment gap between boys and girls in English

Key actions to help meet this objective:

- Analyse end of year data to identify underachieving boys who have made less than expected progress.
- Identify strategies and support through pupil progress meetings at senior and middle leadership levels to raise attainment and improve rates of progress of underachieving disadvantaged pupils (particularly in Y4, Y5 and Y6)
- Monitor progress of these pupils each term to see evaluate impact of strategies/interventions.
- Review English curriculum to identify extended writing opportunities and develop boy orientated themes as a stimulus for writing.
- Introduce an online reading programme (Bug Club) to appeal to boys' interests
- Staff training on identifying writing and reading opportunities that will interest the boys
- Closely monitor boys writing levels throughout the Autumn Term to see rapid impact of these strategies on writing levels for all pupils, but particularly for boys.

Equality objective 3:

To continue to raise levels of attainment and progress of White British and Black Caribbean pupils

Key actions to help meet this objective:

- Analyse end of year data to identify underachieving white British and Black Caribbean children who have made less than expected progress.
- Identify strategies and support through pupil progress meetings at senior and middle leadership levels to raise attainment and improve rates of progress of underachieving pupils (particularly in Y2, Y4, Y5 and Y6)
- Monitor progress of these pupils each term to see evaluate impact of strategies/interventions.
- Provide additional homework and resources (e.g. reading books) to support learning at home for identified underachieving pupils
- Ensure parents of underachieving WB and BC attend curriculum and parent workshops and coffee mornings.
- Ensure Home School Liaison Officer maintains good links with parents of identified children and offers regular support to help address any issues inside and outside of school.
- Closely monitor progress of underachieving WB and BC pupils throughout the Autumn Term to see rapid impact of these strategies.