



Brunswick Park Primary School

Learning for living through Respect Support and Challenge

EQUALITY 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 aim to ensure that everyone is treated fairly and with respect
- We aim at ensuring that the 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 additional 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
- We aim at ensuring that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability, 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 with disabilities
- Pupils with special educational needs
- Boys or girls underperforming in certain 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 those who do not
- 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: 418 (as of August 2024)

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.

Pupils with SEND

	Number	Percentage
Total number of pupils with SEND	95	22.7
SEN Support	72	17.2
EHCPs	23	5.5

Ethnicity (as of August 2024)

Ethnicity	<i>Whole School</i>	
Asian	32	7.7%
- Any Other Asian Background	8	1.9%
- Bangladeshi	17	4.1%
- Indian	3	0.7%
- Pakistani	4	1%
Black	157	37.6%
- Any Other Black Background	13	3.1%
- Black European	1	0.2%
- Caribbean	29	6.9%
- Congolese	2	0.5%
- Ghanaian	7	1.7%
- Nigerian	25	6%
- Other Black African	69	16.5%
- Somali	11	2.6%
Mixed	65	15.6%
- Any Other Mixed Background	22	5.3%
- Black And Any Other Ethnic Group	3	0.7%
- Other Mixed Background	4	1%
- White And Any Other Ethnic Group	1	0.2%
- White And Asian	3	0.7%
- White And Black African	9	2.2%
- White And Black Caribbean	22	5.3%
- White And Indian	1	0.2%

Other Ethnic Background	34	8.1%
- Afghanistani	2	0.5%
- Any Other Ethnic Group	6	1.4%
- Arab	5	1.2%
- Filipino	1	0.2%
- Iraqi	2	0.5%
- Kurdish	1	0.2%
- Latin American	11	2.6%
- Lebanese	1	0.2%
- Moroccan	3	0.7%
- Other Ethnic Group	1	0.2%
- Vietnamese	1	0.2%
Unclassified	34	8.1%
- Information Not Obtained	33	7.9%
- Refused	1	0.2%
White	96	23%
- Any Other White Background	10	2.4%
- English	4	1%
- Irish	2	0.5%
- Other White	7	1.7%
- Turkish	7	1.7%
- White British	62	14.8%
- White Eastern European	1	0.2%
- White European	1	0.2%
- White Western European	2	0.5%

Gender (as of August 2024)

	Number	Percentage
Male	193	46.2
Female	225	53.8

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 (as of August 2024)

	Number	Percentage
EAL	84	20.1
Non-EAL	334	79.9

Pupils eligible for Pupil Premium (as of December 2023)

	Number	Percentage
Pupils eligible for Pupil Premium	170	43.4

Part 2: Our 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
- We 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 and Discipline 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 two 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 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 successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult
- We encourage healthy eating habits, reflecting our culturally diverse community and ensuring that all pupils receive a healthy meal each day. We are committed to modelling to pupils a 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 actively encourages parent helpers, some of whom 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 promoting equality for people from different ethnic backgrounds
- We celebrate diversity through our school curriculum and various thematic days
- We provide an early language acquisition programme of study to pupils that are new to country or new to English once they arrive to Brunswick Park
- We provide special events, international days, class and school productions and sports days which help to promote community cohesion and pupils' understanding of different cultures and ethnic backgrounds
- Visits are also conducted to local places of interest and worship
- 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 hold an International Day, celebrating the school's ethnical and cultural diversity

How we foster good relations and promote community cohesion:

- Whole school events are thoughtfully planned to include and attract parents and carers from all sections of our community in order to enrich and contribute to 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, art clubs, Street Dancing Club, etc)
- 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 helps 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
- We encourage and involve our parents and families in celebrations based on the different religions. These include special assemblies, displays, talks and sharing experiences and customs around significant festivals
- Our curriculum, including RE and PSHE, encourages 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.

Pupil Attainment - Summary information (July 2024):

Year 6 Key Stage 2 SATs and Teacher Assessment Results (Unvalidated in August 2024)

Year 6 KS2 SATs and Writing Teacher Assessment	Reading Expected +	Reading Greater Depth	SPAG Expected+	Writing Expected+	Writing Greater Depth	Maths Expected +	Maths Greater Depth	Combined Expected +	Combined Greater Depth
All Pupils (46)	78.3%	54.3%	80.4%	78.3%	32.6%	84.8%	45.7%	76.1%	32.6%
Boys (25)	80%	52%	84%	80%	28%	88%	52%	76%	28%
Girls (21)	76.2%	57.1%	76.2%	76.2%	38.1%	81%	38.1%	76.2%	38.1%
PP (24)	87.5%	66.7%	95.8%	87.5%	29.2%	91.7%	45.8%	83.3%	29.2%
Non-PP (22)	68.2%	40.9%	63.6%	68.2%	36.4%	77.3%	45.5%	68.2%	36.4%
SEND (7)	42.9%	28.6%	42.9%	57.1%	14.3%	57.1%	28.6%	42.9%	14.3%
Non-SEND (39)	84.6%	59%	87.2%	82.1%	35.9%	89.7%	48.7%	82.1%	35.9%
EAL (17)	64.7%	35.3%	70.6%	64.7%	17.6%	76.5%	47.1%	64.7%	17.6%
Non-EAL (29)	86.2%	65.5%	86.2%	86.2%	41.4%	89.7%	44.8%	82.8%	41.4%

Year 1-6 Teacher Assessments in Reading, Writing and Maths, July 2024:

READING Teacher Assessments, Summer 2024 – Percentage % of pupils working at Age Related Expectations of Above									
Year Group	All Pupils	Boys	Girls	PP	<u>NON PP</u>	EAL	NON EAL	SEND	<u>NON SEND</u>
Year 1	80.7%	84.6%	77.4%	<u>55.0%</u>	83.3%	<u>67%</u>	94.6%	55.6%	85.4%
Year 2	65.3%	56.0%	65.2%	65.2%	65.5%	67%	65.2%	46.2%	71.8%
Year 3	70.8%	59.1%	69.0%	69%	73.7%	<u>38.5%</u>	73.7%	9.1%	89.2%
Year 4	60.3%	52.2%	60.0%	60%	60.7%	<u>18.2%</u>	60.7%	33.1%	71.4%
Year 5	53.8%	56.0%	52.9%	52.9%	55.6%	46.2%	55.6%	20%	67.6%
Year 6	73.91%	72.0%	83.3%	83.3%	63.6%	64.7%	63.6%	28.6%	82.1%

MATHS Teacher Assessments, Summer 2024 – Percentage % of pupils working at Age Related Expectations of Above									
Year Group	All Pupils	Boys	Girls	PP	<u>Non PP</u>	EAL	Non EAL	SEND	<u>Non SEND</u>
Year 1	85.9%	88.5%	83.9%	<u>75%</u>	99.1%	<u>66.7%</u>	89.6%	55.6%	91.7%
Year 2	55.6%	51.9%	59.3%	<u>45.8%</u>	63.3%	50.0%	56.3%	53.3%	56.4%
Year 3	67.3%	<u>56.5%</u>	76.9%	66.7%	68.4%	<u>53.8%</u>	72.2%	33.3%	78.4%
Year 4	58.6%	56.5%	60.0%	56.7%	60.7%	<u>36.4%</u>	63.8%	31.3%	69.0%
Year 5	61.5%	56.0%	66.7%	64.7%	55.6%	<u>46.2%</u>	66.7%	33.3%	73.0%
Year 6	84.8%	88.0%	80.9%	91.7%	77.3%	76.5%	89.7%	57.1%	89.7%

Writing Teacher Assessments, Summer 2024 – Percentage % of pupils working at Age Related Expectations of Above									
Year Group	All Pupils	Boys	Girls	PP	<u>Non PP</u>	EAL	Non EAL	SEND	<u>Non SEND</u>
Year 1	75.4%	80.8%	71.0%	<u>50.0%</u>	89.2%	66.7%	77.1%	33.3%	83.3%
Year 2	53.8%	<u>40.0%</u>	66.7%	<u>39.1%</u>	65.5%	<u>33.3%</u>	56.5%	30.8%	61.5%
Year 3	55.1%	<u>39.1%</u>	69.2%	<u>50.0%</u>	63.2%	<u>23.1%</u>	66.7%	0%	73.0%
Year 4	58.6%	<u>43.5%</u>	68.6%	66.7%	50.0%	<u>45.5%</u>	61.7%	25.0%	71.4%
Year 5	59.6%	52.0%	66.7%	58.8%	61.1%	53.8%	61.5%	26.7%	73.0%
Year 6	73.9%	72.0%	76.2%	83.3%	63.6%	<u>64.7%</u>	79.3%	28.6%	82.1%

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.

Equality objective 1:

Narrow the attainment gap between disadvantaged pupils and other pupils in Reading, Writing and Maths at the end of Key Stage 1.

Key actions to help meet this objective:

- Analyse end of year data to identify underachieving disadvantaged pupils 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 pupil
- 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
- DHT and AHTs running interventions in Year 2 and Year 6 to accelerate progress for disadvantaged pupils

Equality objective 2:

Narrow the attainment gaps between boys and girls in reading and writing in identified year groups

Key actions to help meet this objective:

- Analyse end of year data to identify underachieving boys who have made less than expected progress in identified year groups
- Identify strategies and support class teachers through pupil progress meetings at senior and middle leadership levels to raise attainment and improve rates of progress of underachieving boys
- Monitor progress of these pupils each term to evaluate the impact of strategies/interventions
- Provide targeted homework for identified boys
- Review the Maths and Reading curriculum and identify strategies that can be used to further engage boys with Maths and Reading learning
- Closely monitor the progress and attainment of boys throughout the Autumn Term to see rapid impact of these strategies

Equality objective 3:

Improve the attainment of EAL pupils in Reading, Writing and Maths to narrow the gaps between EAL and NON EAL pupils.

Key actions to help meet this objective:

- Analyse end of year data to identify underachieving EAL pupils
- Identify strategies and support through pupil progress meetings at senior and middle leadership levels to raise attainment and improve rates of progress of underachieving EAL pupils
- Monitor progress of these pupils each term to evaluate impact of strategies/interventions
- Provide additional homework and resources (e.g. reading books) to support learning at home for identified underachieving pupils
- Provide staff training focusing on vocabulary development and language acquisition
- Provide dictionaries for Spanish speaking pupils and model for them how to use them
- Appoint an EAL leader and deliver an EAL action plan that focuses on closing the attainment gaps between EAL and NON-EAL pupils

August 2024

This policy will be reviewed annually