



Bricknell Primary School
Single Equalities Scheme
2012-15
(including Equality Objectives
2012-13)



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School Vision Statement

At Bricknell Primary School we will meet the needs of each and every child, promote positive values and aim to make every day enjoyable and rewarding. We will work in partnership with parents, families and our community to provide a calm, safe and nurturing environment where people respect each other and feel happy, secure and valued.

We encourage children to aim high in everything they do. We believe in developing individual talents and celebrating success in all aspects of school life. Our lessons, supported by new technologies and extra-curricular provision, will nurture curiosity, inspire a love of learning, foster independence and equip our children with the skills they need for the future.

By having high expectations and a relevant, creative curriculum, we will bring out the best in everybody

School Context:

- Bricknell Primary School is a very large primary school that is popular with most parents and carers and as a consequence, most year groups are full. In September 2011 there were 628 pupils on roll.
- The main electoral ward served by the school is Bricknell, in which the level of deprivation is below the national figure. 3% of households are categorised within 10% of the most deprived households nationally. However, nearly half the school population comes from other wards in the city, some of which have a much higher level of deprivation. The deprivation indicator is 0.15 which is below the national figure of 0.23
- The percentage of pupils eligible for a free school meal is rising and is now 10.6%. This remains below the local and national averages.
- Pupil mobility has fallen for the last 3 years and from 17.3% in 2008 to 10.3% in 2011 which is now below the national average.
- The number of pupils with English as an additional language increased in recent years. The figure is now 5.6% which remains below the national average, although the school supports a total of 14 discrete language groups.
- The minority ethnic population was 8.4% in 2011 which is well below the national average.
- The percentage of pupils categorised as school action is 5.1%, and 3.2% are categorised as school action plus. Both these figures are below the national average. The number of children with a statement has risen recently from 0.6% to 1.1% (0.3% below national).
- The school currently has no looked after pupils
- The level of absence is 4.5% which is lower than national and local figure



Statutory Requirements: The Public Sector Equality Duty

The Public Sector Equality Duty came into force on the 6th April 2011 and replaced the separate duties relating to race, disability and gender equality. In order to comply with the Public Sector Equality duty, set out in section 149 of the Equality Act 2010, all public bodies are required *when carrying out their day to day work* to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Equality Act 2010 states that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

(EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p9).

Protected Characteristics

The Public Sector Equality duty covers the following eight protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

(EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p8).

In law a person's age is a protected characteristic in relation to employment and the provision of goods and services however *this does not apply to pupils in schools*. Therefore, schools are free to organise children in age groups without risk of legal challenge even in the case of pupils over the age of 18 (DfE, *Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, 2011, p5).

Public bodies also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first arm of the duty applies to this characteristic but that the other arms (advancing equality and fostering good relations) do not apply (EHRC, *The Essential Guide to the Public Sector Equality Duty*, 2011, p9).



Statutory Requirements: The Specific Duties

The specific duties require public bodies to:

- Publish information to show their compliance with the Equality Duty, at least annually; and
- Set and publish equality objectives, at least every four years

All information must be published in a way which makes it easy for people to access and understand.

Publishing Information

Public bodies must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published must include:

- Information relating to employees who share protected characteristics (for public bodies with 150 or more employees); and
- Information relating to people who are affected by the public body's policies and practices who share protected characteristics

(GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, pp3-4).

Setting Equality Objectives

When deciding what equality objectives to set, a public body should take into account evidence of equality issues across all its functions; consider issues affecting people sharing each of the protected characteristics; and think about each of the three aims of the Equality Duty. The number of objectives set should be proportionate to the public body's size; the extent to which its functions affect equality; and the evidence that such objectives are needed.

(GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6).

Equality objectives should be specific and set out how progress will be measured.

Responsibilities

The Governing Body is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above. The lead Governor for this is:

The head teacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Taking appropriate action in cases of discrimination, harassment and victimisation



All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Visitors and contactors are responsible for following the relevant school policy.

The Effect of School Policy and Practice on People who Share a Relevant Protected Characteristic

Although there is a statutory duty to publish information about the effect of school policy and practice on service users and employees who share a relevant protected characteristic we recognise that care must be taken to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, analysis of sensitive information was undertaken by a senior member of the school staff and a synopsis passed to the stakeholders.

Information about the effect of school policy and practice on *service users* who share a relevant protected characteristic was drawn from the following sources:

- Standards attained and progress made by different groups of pupils, compared with the standards and progress of all pupils nationally
- Standards attained and progress made by different groups of pupils, compared with different groups within the school
- Behaviour, bullying and harassment data*
- Exclusions*
- Persistent absenteeism, attendance and punctuality data for different groups of pupils*
- Participation in extra-curricular and extended schools activities*
- Community engagement and community cohesion outcomes
- Parental involvement in school life (including attendance at open evenings)
- Pupil and parental questionnaires
- Complaints from pupils and parents with different protected characteristics
- Engagement with stakeholder groups

*This information was then benchmarked against national statistics (where available).

Information about the effect of school policy and practice on *employees* who share a relevant protected characteristic was drawn from the following sources:

- Staff profile
- Recruitment and retention rates for staff with different protected characteristics
- Applications for flexible working and their outcomes for staff with different protected characteristics



- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Staff appraisal/performance management
- Grievances and disciplinary issues for staff with different protected characteristics

NB. Schools with fewer than 150 employees are not required to publish data about the effect of policy and practice on those who share a relevant protected characteristic

How the information was analysed

The information gathered from the sources above was analysed using two key questions:

- Does the information indicate that any aspects of current policy and practice have a negative impact on one or more of the dimensions of equality?
- Does the information indicate that any aspects of current policy and practice have a positive impact on equality?

This process enabled us to identify our most significant equality challenges.

What the information tells us about the effect of school policy and practice on *service users* who share a relevant protected characteristic.

Standards attained and progress: Gender

The gender gap at KS1 was larger than the national average, most significantly in reading and writing, with girls outperforming boys by an average of 1.9 points compared to the national gap of 1.2 points for reading and 1.5 for writing.

Progress from KS1 to KS2 in English and Maths was lower for girls than for boys in 2011 and the gap was wider than the gap nationally, especially in maths.

Standards attained and progress: Race / Religion

The very small group of pupils for whom English is an additional language (EAL) performed less well than the national average at KS1 in English, and the gap between their attainment and the children with English as a first language was much wider than the gap nationally. However the progress and attainment of pupils in the same group at KS2 was above the national average and higher than the pupils for whom English is a first language. All pupils from minority ethnic backgrounds made appropriate progress at Key Stage 2 in 2011.

Behaviour, bullying and harassment

Low level behaviour issues are recorded in behaviour logs in all classrooms is monitored half termly. More severe behaviour issues are monitored by the SLT and recorded on behaviour chronologies for individual pupils. If appropriate these pupils are referred to the Whitehouse unit for additional support. Currently there are 5 children (0.8%) across the school that require this extra support. These pupils are all white British boys.

There are no significant issues concerning incidents of bullying for those pupils with protected characteristics.



In Autumn 2011 there were two racist incidents. On both occasions the perpetrators were white British boys. On average there are between 2 and 5 minor racist incidents a term plus additional reports of homophobic language and occasional teasing of pupils with protected characteristics. These issues are all taken seriously and dealt with in line with the behaviour policy.

Exclusions

Exclusion rates for 2010/11 were well below the national average. Within school, all exclusions were for boys who were eligible for free school meals, with English as the first language and who were on the SEN register.

Attendance

School absence for 2010/11 was 4.5% which is 0.7% below the national average. The percentage of pupils from minority ethnic backgrounds who were absent was slightly higher than for white British pupils (5.0% compared to 4.3%). However both figures were below the national average and the gap was smaller than the gap nationally.

Persistent absence rates were below the national average in 2010/11 and there was no gender difference. However, pupils for whom English is not a first language were much more likely to be classed as persistent absentees (absent for more than 20% of sessions) with 9.1% of this group classed as persistent absentees compared with only 1.2% of pupils with English as a first language.

Participation in extra-curricular and extended schools activities*

81% of pupils in KS2 participate in extra-curricular activities. There are no significant issues relating to participation in clubs for those pupils with EAL or pupils from minority ethnic backgrounds. There is however a significant gender issue. 78% of pupils that do not attend extra-curricular activities are boys.

Parental involvement in school life (including attendance at open evenings)

Currently all parent volunteers and members of the Friends of Bricknell group are female. There is an equal gender balance of parent representatives on the Governing Body but there are no representatives of ethnic minority groups or people for with EAL

Open night analysis to be carried out after 15/03/12 although attendance and support at open night is very good.

Pupil and parental questionnaires

All parents were surveyed in March 2012. No issues relating to gender, race, disability or special educational needs were raised by parents through this survey.

Parent questionnaire carried out at consultation evening (Autumn 2011) identified low level, unkind behaviour and name calling as a bit of an issue, although serious bullying was not a problem.

Complaints from pupils and parents with different protected characteristics

The school has received no complaints from parents or pupils with relation to protected characteristics in the last two years at least.



Engagement with Stakeholders

The following stakeholders were engaged to support equality information gathering, equality analysis and objective setting:

All parents were surveyed in Spring 2012 to support equality information gathering. Pupils with protected characteristics were spoken to. An in depth study was carried out on pupils with English as an additional language and all pupils were surveyed in relation to their involvement in extra curricular activities.

The following stakeholders will be engaged to review progress against our equality objectives:

Staff

Parents

Pupils

Governors

Publishing Information and Equality Objectives

In order to ensure that our equality information and objectives are easily accessible we will:

- Publish our single equality scheme (SES) on the school website
- Raise awareness of the SES through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available and in an appropriate format for visually impaired or EAL users where applicable

Our equality information will be updated on an annual basis.

Progress against our current equality objectives will be reviewed on a regular basis (please see action planning) and new equality objective will be published in 2016.

Policy Development, Implementation and Review: Equality Analysis

When developing, implementing or reviewing any policy, procedure or practice the following questions will be considered in order to analyse the impact on equality:

- Could or does this policy, procedure or practice have a negative impact on one or more of the dimensions of equality – namely, could it increase inequalities that already exist? If so, how can we change or modify it, or minimise its impact, or justify it? (Direct discrimination is illegal and cannot be justified)
- Could or does this policy, procedure or practice have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that already exist? If so, how can we maximise this potential?



Equality objective 1

To improve aspirations and achievement of girls in maths to reduce the gender gap at Key Stage 2.

Outcomes	Measured by
Improved attainment and progress of girls in maths. Evidence that girls are engaged in maths lessons. Staff are aware of the different learning needs of girls and boys, planning and teaching accordingly.	Tracking data. KS2 Sats results. Raiseonline. Pupil attitude surveys. Lesson observations.

Activity	Lead Officers	Progress Milestones
Revise maths policy. Carry out attitude survey in relation to girls' maths. Scrutinise data, pupil books and lesson observations to ensure clarity of issues. Visit other schools where girls achieve well in maths. Lead staff training on provision for girls in maths. Ensure pupils are given adequate time to respond to marking and feedback.	N Waites (maths leader / assistant head). L Sinclair (maths team) A Holbrook (maths team) L Sims (maths team)	All staff aware of maths policy which references provision for girls. Audits complete and issues identified. Good practice within school and from other school identified and shared with staff. Staff training completed. Evidence from tracking data to show improvements in achievement of girls and reduction in gender gap at the end of KS2.



Equality objective 2

To improve take up of extra curricular activities for protected groups.

Outcomes	Measured by
<p>Improved attendance in extra-curricular activities for boys. Range of clubs ensures that a wide range of activities and interests are catered for. Pupils with SEND and EAL are involved in clubs and activities.</p>	<p>Attendance at clubs. Pupil surveys.</p>

Activity	Lead Officers	Progress Milestones
<p>Survey pupils around take up of clubs and activities. Identify pupils who do not attend and identify reasons. Ensure wide range of clubs in place which cater for the needs and interests of all pupils. Identify specific barriers to attendance at clubs eg: physical, language barriers and address issues. Liaise with parents / the community to see if additional clubs or activities can be created. Ensure physical environment is appropriate to meet the needs of all pupils.</p>	<p>D Wheatley (extended schools) H Porter (PE leader) R Jones (PE team) S Hass (Premises Manager)</p>	<p>Survey identifies which pupils are not participating in clubs and activities and reasons why. Questionnaire identifies clubs and activities not currently available which would appeal to these pupils. Improved attendance at clubs for protected groups, especially boys, pupils with SEND and EAL. Parents / members of community supporting with extended range of clubs and activities. Physical environment and resources ensure barriers to participation are removed.</p>



Equality objective 3

Ensure pupils from all protected groups achieve well across the curriculum, especially pupils with SEND and EAL.

Outcomes	Measured by
<p>Pupils with SEND make progress in line with national levels and gap between them and their peers is reduced.</p> <p>Pupils with SEND and EAL are effectively catered for in all lessons.</p>	<p>Tracking data.</p> <p>Lesson observations.</p> <p>Pupil surveys.</p> <p>Work scrutiny.</p>

Activity	Lead Officers	Progress Milestones
<p>Audit provision for pupils with SEND and EAL across the curriculum, identifying barriers to learning and gaps in provision.</p> <p>Ensure IEPs have relevant small step targets and that all relevant staff are making effective use of these.</p> <p>Provide additional training for staff on provision for pupils with SEND and EAL.</p> <p>Establish EAL co-ordinator.</p> <p>Identify and target pupils with EAL and from minority backgrounds who have an issue with attendance.</p> <p>Track progress of pupils and identify and target underperforming groups.</p> <p>Monitor intervention programmes to ensure provision is effective.</p>	<p>H Shepherdson (Deputy Headteacher)</p> <p>J Sietniekas (SENCO)</p> <p>New inclusion manager.</p> <p>C Ogden (Governor with responsibility for SEND)</p> <p>EAL co-ordinator.</p>	<p>Audit, monitoring, evidence trails, pupil surveys identify barriers to learning and gaps in provision. These are shared with staff and relevant training in place.</p> <p>Lesson observations show effective provision for these groups.</p> <p>Tracking data shows progress is at least in line with the national figure and not significantly different from peers.</p> <p>EAL co-ordinator ensures effective leadership and monitoring of provision for pupils with EAL.</p> <p>Pupils from ethnic minorities or with EAL have good attendance.</p> <p>Intervention programmes show effective provision.</p>



Equality objective 4
To reduce incidents of racist / homophobic language and bullying.

Outcomes	Measured by
Reduction in incidents of bullying against pupils with protected characteristics. Pupils feel safe in school.	Pupil surveys. Behaviour logs. Bullying records.

Activity	Lead Officers	Progress Milestones
<p>PSHE curriculum revised to ensure these issues are directly addressed.</p> <p>Monitoring in place to ensure all incidents of bullying are recorded, including use of homophobic or racist language and bullying targeted at individuals with protected characteristics.</p> <p>Anti-bullying policy revised and understood by all stakeholders.</p> <p>Parents engaged when incidents occur.</p> <p>All members of staff, including lunchtime supervisors, respond appropriately to incidents and follow procedures fully.</p> <p>Assemblies address issues relating to racism, homophobic language and bullying.</p>	<p>H Shepherdson (Behaviour)</p> <p>L Boyes (PSHE)</p> <p>H Robinson (PSHE)</p> <p>N Waites (Safeguarding)</p>	<p>Revised PSHE curriculum ensures pupils have clear understanding that bullying, racism, homophobic language is not appropriate and understand how to report and challenge it.</p> <p>Monitoring and record keeping ensures that all incidents are recorded and addressed.</p> <p>Monitoring shows a reduction in the number of incidents.</p> <p>Parent and pupil surveys show that pupils feel safe in school and free from bullying and harassment.</p>



References

Department for Education (2011) *Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*

Government Equalities Office (2011) *Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations*

European Commission for Human Rights (2011) *The Essential Guide to the Public Sector Equality Duty*