

Community Academies Trust
Birchwood Primary School Policy



Equality Information And Objectives

This policy was drafted by N Coleman. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

Date adopted by Governors:	January 2023
Date for policy review:	January 2024
Person responsible for review:	Headteacher

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Public Sector Equality Duty

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Birchwood Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our positive behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Our school rule - consideration and respect
- Reporting, responding to and monitoring all racist incidents
- Reporting, responding to and monitoring all sexist or homophobic incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make good progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of pupils and parents/carers in school development
- Listening to pupils at all times
- Listening to parents/carers
- Listening to staff
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Birchwood Primary School is seen as a community school and a hub within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in our assemblies and 'thought and talk' themes.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel safe, confident and at ease is a commitment of the school. This environment will be achieved by:

- Being considerate and respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the values of, and demonstrates, consideration and respect.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive. Birchwood Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and representation

Our curriculum seeks to build the cultural capital of learners at Birchwood. Diversity within our school community and beyond is celebrated, through carefully chosen texts and the use of both visits and visitors

to support this. Key diversity events are marked within school life, and our ‘thought and talk themes’ and assemblies enable these to be explored in age appropriate ways within both small and larger groups. We work to ensure Pupil voice groups such as School Council and Digital Leaders are also representative of the school community.

Inclusion

Our approach is rooted in high expectations for all children and our whole school community with adaptations and support in place as necessary to enable all children to succeed. Our focus is on best endeavours for children to work with their peers, with an adaptive approach to teaching and learning from all staff. Difference is celebrated and as part of our curriculum, children learn that we are all unique individuals with our own strengths and talents. There are opportunities across the school to celebrate success in many forms through celebration assemblies, awards from the Headteacher and Assistant Headteachers and reading Tea Parties.

Closing statement

Prejudice is not tolerated at Birchwood Primary School and we are continuously working towards a more accepting and respectful environment for our school community.

Equality Information

Number of pupils on roll at the school: 452

Age of pupils: 4 to 11

Characteristics of Birchwood Primary School

Birchwood Primary School is a large primary school situated in North Warwickshire on the outskirts of Tamworth. The school catchment includes one of the most deprived wards in the borough and faces considerable socio-economic challenges; the catchment has significant levels of deprivation. Most pupils are of White British heritage with only 4% speaking English as an additional language. The percentage of children eligible for free school meals is just below National average (13.9%).

In January 2023, two children were on the child protection register. One child is classed as Child In Need and four children in families are subject to Early Help, three children were in care. However, these figures are constantly changing.

Pupil mobility is steady, but numbers are increasing and the school is significantly over PAN (32 children over).

The percentage of children eligible for free school meals is just below the average. In January 2023, Pupil Premium Grant (14.8%), SEN register (13.7%), 4 with an Education, Health and Care Plan (EHC Plan).

Equality Objectives

At Birchwood Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

Equality Objective 1:

To raise levels of progress and attainment for all groups, particularly for vulnerable and disadvantaged pupils.

Why have we chosen this objective:

All learners are of equal value. Data analysis shows some inequality of attainment and progress between some vulnerable groups of children. We must reduce this gap and ultimately close it.

To achieve this objective we have to:

- Identify groups and individuals at risk of underachievement using robust systems of monitoring of pupil progress.
- Ensure the delivery of the curriculum is highly effective with children receiving lessons that are planned as a result of quality ongoing formative and summative assessment.
- Track progress and attainment for pupils identifying gaps and addressing these through intervention and future planned learning activity
- Develop effective feedback strategies to ensure pupils maximise progress both in lessons and over time.
- Review and evaluate provision regularly to ensure provision is effective in closing the gap.

Equality Objective 2:

To ensure no child in school is deprived of their curriculum entitlement - ensuring all children receive a broad and balanced curriculum irrespective of race, gender or individual needs that goes above and beyond the National Curriculum.

Why have we chosen this objective:

Historically interventions had been run in the afternoons to support pupils to close any gaps identified in their learning. This meant a narrowing of their curriculum for a period of time. This no longer happens due to rotational intervention timetabling. Most interventions and additional support now take place in class.

To achieve this objective we have to:

- Ensure the delivery of the curriculum is highly effective with children receiving lessons that are planned as a result of quality ongoing formative and summative assessment.
- Review the way interventions are delivered and make support more targeted in class to address gaps identified through summative and ongoing formative assessment
- Where pupils attend out of class interventions to address their additional needs, ensure they complete their curriculum entitlement.

Equality Objective 3:

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement and to support and broaden opportunities for vulnerable families.

Why have we chosen this objective:

Historically it has been difficult to engage some pockets of parents in school activities. Some groups of pupils have been reluctant to engage in additional school experiences.

To achieve this objective we have to:

- Analyse current % of engagement by parents and identified groups of pupils
- Plan and deliver a programme of activities to engage parents in wider school life
- Support vulnerable families to access a broad range of support to include access to extra-curricular activities, opportunities and experiences
- Run curriculum workshops/ hands on events for parents to attend to see how we work in school
- Support wellbeing and behaviour by providing workshops for parents that include external agencies and the school nurse team
- Support families using the Pupil Premium Grant to engage in a range of activities including after-school clubs, trips and the residential experiences offered to children during their time in school.

Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.
