

BRUCE GROVE PRIMARY SCHOOL



EQUALITY POLICY

February 2021

Background

Bruce Grove Primary School is in Tottenham, located in the East of the Borough of Haringey. Our community is predominantly in the streets that are within a mile of the school. This area is home to many members of Haringey's diverse ethnic minority communities. Children from many of these minority ethnic communities attend our school.

Our pupils represent the Somali, Turkish, Kurdish, Black African, African-Caribbean, Bangladeshi, Pakistani, Indian, Portuguese, Romanian, Bulgarian, European, White English, Middle-eastern, Vietnamese and Chinese communities.

Our staff includes representatives of many of these communities. Our Governing body has representatives from our African, African Caribbean, Asian and white UK communities.

Bruce Grove Primary School recognises and welcomes its responsibilities under the Equality Act 2010.

Legal Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

This policy should be read in conjunction with the school's behaviour policy, Relationships and Health Policy, SEND Policy, the Accessibility Plan, the School Improvement Plan and the xxxx Policy.

Aims:

In fulfilling our legal duties listed above we believe:

- Every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's diverse society and in the wider context of an interdependent world.

Overview:

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Eliminating unlawful discrimination, harassment and discrimination

- Our Behaviour Policy ensures that bullying, including that related to prejudice (around race, religion, belief, disability, gender and sexual orientation) is challenged and taken seriously. Incidents are recorded, assessed and dealt with. We keep a record of prejudice related incidents and provide a termly report to governors. Action is taken to reduce incidents. Bruce Grove School's procedures for disciplining pupils and managing behaviour are fair and equitable to all pupils and closely monitor data on exclusions and persistent absence for evidence of over representation of different groups and take prompt action to address concerns. All school staff work closely with parents/carers to ensure that persistent absence and exclusions are extremely rare occurrences. The use of Learning Mentors will ensure that any long term absentees or excluded pupils can be effectively supported in their return to school.
- We regularly monitor the curriculum to ensure it meets the needs of our pupils and promotes respect for diversity and tackles negative stereotyping and discrimination. Teaching methods take into account different learning styles and different starting points to ensure that all pupils meet their full potential.
- Our Accessibility Plan ensures that we make reasonable, appropriate and flexible adjustments for pupils with a disability.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies or the review of existing ones.
- We will continue to ensure that the adults in our school reflect a range of cultures and therefore promote good role models for pupils from all community backgrounds. The school has successfully reduced a gender imbalance and the school will continue to monitor this. We ensure that all staff members have the opportunity to attend some

professional development courses, linked to the needs of the school as well as the needs of the individual.

- We apply the admissions criteria as advised by the LA when offering places to pupils on our waiting list.
- We ensure new pupils and their carers receive Photographic Welcome Booklets providing essential information about the school and U.K education in various community languages and in English before the admission day. A senior member of staff interviews new pupils and their carers in a welcoming and friendly environment.
- We monitor pupil attendance and aim to improve levels of attendance, especially for our target groups, we will work with a range of services and agencies to develop and implement strategies to achieve our goals. (See SIP). Our Learning mentors monitor attendance and support families to improve punctuality and attendance.
- Bruce Grove has adopted of the borough's Equality and Diversity in Employment Policy

Advancing equality of opportunity between different groups

- We know the needs of our school population very well and monitor and track pupil progress and attainment throughout the year. We are able to track the achievement of different groups within the school community to identify next steps. This analysis/evidence is used to target pupils for additional support in booster classes, intervention groups, focused group work, literacy and numeracy groups. All class teachers set targets for all pupils. Teachers set group targets that are shared with parents. Parents are informed and encouraged to take part in their children's learning.
- Each year group has a classroom assistant who works with a targeted group of children to raise achievement. Our Learning mentors organise clubs, work with focus children and make links with outside agencies to enhance children's self-esteem and to improve achievement.
- We aim to make parents and carers of our pupils welcome and encourage them to have genuine involvement in the life of the school. The school contributes to the life of the local community and works with it to enrich the lives of its students.
- Bruce Grove Primary School gives equal opportunities to all parents/carers regardless of their ethnic background. Parents are encouraged each term to attend parent's evenings. Translators are available at these meetings. During the school year all children take part in class assemblies, which reflect many areas of the curriculum. Parents/carers are encouraged to attend these assemblies.
- Throughout the year we strive to celebrate the festivals which reflect the range of cultures within our school. We encourage all children to develop an understanding and appreciation for each other's beliefs. Our resources reflect the diversity of cultures within our school.
- The school runs English classes for parents who would like to improve their English acquisition. The school also runs workshops to improve literacy, numeracy, ICT and parenting skills.

Fostering good relations between groups

- Bruce Grove provides an environment where pupils feel valued and proud of their ethnicity. We have whole school and class assemblies recognising the school community and its beliefs and traditions.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, whole school events like Black History Month and across the curriculum. In this way, we prepare our pupils for life in a diverse society and ensure that the curriculum promotes the spiritual, moral, social and cultural development of pupils.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through our school Benchmarks (values), displays, assemblies, and awareness days/weeks e.g. International Women's Day, BHM, Autism Awareness Week.
- We use materials and resources that reflect the diversity of the school and include the contribution of different cultures to world history that promote positive images of people.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures

LEADERSHIP, MANAGEMENT AND GOVERNANCE.

- Commitments
- Responsibility
- Breaches of the policy

1.Commitments.

Bruce Grove Primary School recognises the importance of every individual and their equal rights to enjoy personal fulfilment, safety, security and companionship regardless of race, gender, class, disability, age or ability.

We want all members of our school community to have the knowledge, understanding and skills needed to participate in the UK's multi-ethnic society, and in the wider context of the interdependent world.

We are committed to ensuring equal respect for all ethnic, cultural, religious, linguistic and social traditions and we positively welcome students from all communities, beliefs and cultures into the school.

We will support every pupil to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other traditions.

We will work to encourage, support and enable all pupils and staff to achieve the highest possible standards.

2. Responsibilities.

We will clearly allocate responsibilities that arise from this plan.

Governing Body	• Ensuring that the school complies with Equality Act 2010 • Ensuring that the policy and its related procedures and strategies are adopted and implemented
Headteacher	• Implementing the policy and its related procedures and strategies • Ensuring that all staff know their responsibilities and are given appropriate training and support • Taking action in cases of discrimination
All staff	• Confident to deal with incidents; knowing how to identify and challenge unconscious bias / stereotyping • Promoting racial equality and good race relations and not discriminating on racial grounds • Keeping up-to-date with race relations legislation
Visitors and contractors	• Being aware of, and complying with, the policy
People with specific responsibilities	• We will nominate a Governor to take responsibility for monitoring the school's equality duty. • The Inclusion Lead and Deputy Head will lead on reviewing and updating the Equality Action Plan • The Headteacher will deal with reported incidents of racism, discrimination or harassment.

3. Breaches of the policy.

We have clear procedures in school to deal with racist incidents, racial discrimination and racial harassment and we ensure that these are applied promptly, firmly and consistently.

IMPLEMENTATION, REVIEW AND ACTION PLANNING.

BRUCE GROVE PRIMARY EQUALITY OBJECTIVES

Objective 1:

To monitor and evaluate pupil achievement by race, gender, SEN, social deprivation and disability and act on any trends or patterns in the data. We will then give additional support to those groupings as required.

Objective 2:

To raise achievement for all children in the core subjects, and in particular for those underachieving groups, notably Eastern European /Turkish and Caribbean heritage pupils, children eligible for free school meals, pupil premium and those with special educational needs and disabilities.

Objective 3:

To ensure that children arriving in school with little or no English are fully supported to make rapid progress in English, to enable them to access the curriculum.

Objective 4:

To improve the outcomes of boys at each key stage

Objective 5:

To continue to promote positive attitudes to difference between people of different backgrounds, genders, sexual orientation, ethnic origins, cultures, faiths and capabilities.

REVIEW AND ACTION PLANNING

We will continue to analyse data in the school to identify areas for action.

Any identified areas for focus will be included in the School Improvement planning and resource management plan, currently being drawn up by the Leadership team of the school.

Reviewed in February 2023

Equality Action Plan 2021-2023

Objective	Actions	Intended Impact	RAG
1.To monitor and evaluate pupil achievement by race, gender, SEN, social deprivation and disability and act on any trends or patterns in the data, giving additional support to those groupings as required.	Data Booklet to be completed termly detailing progress and attainment for identified groups with arising actions	Issues relating to underperformance within any group are swiftly addressed.	
	Interventions for key groups / pupils underway		
2.To raise achievement for all children in the core subjects, and in particular for those underachieving groups, notably Eastern European /Turkish and Caribbean heritage pupils and those	Pupil progress meetings	The attainment gap between all pupils nationally and focus groups closed by at least 7%	
	Link to performance appraisal targets		
	Targeted extra-curricular support: Immersion classes 4x week for new /early speakers of English		
	School counsellor 1x week	At the end of key stage 2, the	

with special educational needs and disabilities.	Speech and language support 1x week and speech and language officer 5x week	attainment gap between SEND pupils and all pupils nationally closes by 8% in reading, writing and maths	
	Nurture groups 5x week		
	Learning Mentor		
	Team Around a Child meetings 3x times a year	At the end of key stage 1, the attainment gap between SEND pupils and all pupils nationally closes by 5% nationally.	
	Robust SEND provision: Language link; LOLA; Talk Boost; Language 4 Thinking; Attention Autism; Nurture.		
	Targeted extra-curricular sessions		
3.To ensure that children arriving in school with little or no English are fully supported to make rapid progress in English, to enable them to access the curriculum.	New arrivals are assessed within the first week	After 2 terms, 80% of pupils able to fully access QFT	
	Immersion classes for those new to or at the very beginning stages of English acquisition 4x week		
	Purchase of EAL Flash Academy to support language acquisition in school and remotely if required.		
4. To improve the outcomes of boys at each key stage	Systematic tracking and support of boys' achievement	90% of targeted boys make accelerated progress	
	Implementation of 'boy friendly' teaching strategies:		
	Use of competitions	At the end of key stage, boys' attainment is closer or in line with national figures	
	Targeted booster sessions		
5.To continue to promote positive attitudes to difference between people of different backgrounds, genders, sexual orientation, ethnic origins, cultures, faiths and capabilities.	Unconscious bias training for staff	Staff awareness is raised and practice is improved	
	Annual SEND training for staff and termly updates		
	Annual Safeguarding training and periodic updates throughout the year		
	Embed the new Health and Relationships Scheme of Work	New scheme is being taught to pupils	
	Values / Festivals assemblies	Pupil feedback demonstrates that there is an	
	Specific Curriculum		

	Workshops	awareness and understanding of diversity and equality	
	Awareness Weeks: eg. autism awareness week; mental health week; BHM; IWD etc.		