



Equality Information and Objectives

Date: October 2023
Review Due: October 2024

Reviewed Annually

1. Background

Woodsetton is an area of deprivation higher than the national average. The vast majority of the catchment is financially stretched or live in urban adversity. The profile of the area shows high numbers live on struggling estates or difficult circumstances. Also the percentage of residents that rate the health very good is below the national average and those that rate their health very bad is above national average, this suggesting the health of residents is worse than the average person in England.

The rate of unemployment is above national average as is the number of people of a variety of state benefits. There are also a high number of residents with no or low qualifications.

Over eighteen separate ethnic groups are represented within the school, the largest of which (outside White British) being White and Black Caribbean (11%), Black African 4% and Pakistani 2%.

There is similarly wide-ranging representation from a number of different faiths within the Bramford community, such as Buddhism, Catholicism, Hinduism, Judaism, Islam, Rastafarianism and Sikhism.

Bramford Primary school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

The protected characteristics within the Equality Act 2010 are Sex, Race, Disability, Religious belief, Sexual Orientation, Gender reassignment, Pregnancy or Maternity.

Bramford aims to create an environment where individuals feel confident and at ease by:

- Being respectful
- Always treating other members of the school community fairly
- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude
- Adopting an inclusive curriculum
- Encouraging compassion and open-mindedness
- We will support our pupils to embed this approach

2. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School.

The Executive Head will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

3. Eliminating discrimination, harassment and victimisation

We will not discriminate against, harass or victimise any pupil, prospective pupil, member of staff or any other member of the school community because of any protected characteristic. We will not tolerate any prejudice-related discrimination whether direct or indirect, and will treat any such incidents with the utmost seriousness.

All within the Bramford community will challenge any type of discriminatory and/or bullying behaviour.

We will explore concepts and issues relating to identity and equality through the PSHE curriculum, the programme of assemblies and co-curricular activities.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year

4. Advancing equality of opportunity

Bramford aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

We will therefore:

- Collate and regularly analyse information (e.g. safeguarding, behaviour, attendance and attainment data) related to specific groups within the school community to identify any trends or patterns, and ensure that appropriate steps are taken to address any issues identified

5. Fostering good relations

Bramford instils in its pupils the importance of making a positive impact in the world, by showing empathy, respect and compassion to all. We believe children should be exposed to ideas and concepts that may challenge their understanding and help them to become more accepting and inclusive of others.

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religious and cultures through difficult aspects of our curriculum. This includes teaching in RE,

citizenship and personal, social, health and economic (PHSE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Bramford recognises the importance of the use of language and high-quality resources in setting a tone and culture within the school. We ensure that staff, children and resources

- Use appropriate and accurate language referring to particular groups or individuals
- Do not consciously offend, transmit or reinforce negative stereotypes
- Use their words to lift other up, not pull each other down
- Reflect the reality of an ethnically and culturally diverse society and challenge negative stereotypes
- Provide balance to discussion

6. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

7. Equality objectives

Objective 1

Increase understanding of the Equality Act amongst staff and instill an awareness of the impact of their actions in relation to meeting our equality aims.

Why we have chosen this objective: To ensure that all staff are working from a strong base of knowledge and shared purpose.

Objective 2

Undertake an analysis of attainment data and trends with regard to race, gender and disability by July, and report on this to the governing body.

Why we have chosen this objective: This information requires formal examination to establish that school attainment targets apply to all children equally and inform the school development plan, if necessary.

Objective 3

Develop anti-racism approach for Bramford to adopt and implement

Why we have chosen this objective: The racial profile of Bramford pupils has changed significantly over recent years and a new approach to tackling racism is timely

8. Monitoring arrangements

The Head of School will update the equality information we publish, at least every year. This document will be reviewed by the Senior Leadership Team at least every 4 years. This document will be approved by the governing body.

9. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment