

Equality Information And Objectives – September 2024
Beecroft Primary School

1. Vision and values

At Beecroft Primary School we are committed to providing an environment free from discrimination, bullying and harassment where all members of its community are treated with respect and dignity. Equality underpins the ethos of our school where all individuals are valued for their contribution to the school and the wider community.

We are an inclusive school where the learning, achievements, attitudes and well-being of every pupil are valued.

The school seeks to enable all children to achieve high standards of work, behaviour and attitudes to others.

All Round Development

- To create an environment in which children feel happy and secure.
- To promote the opportunity for success and a feeling of achievement across the whole curriculum.
- To promote an exciting and stimulating learning environment. Within this environment the school promotes the all round intellectual, moral, emotional, social and physical development of the child.
- To enable each individual to reach their full potential across a broad range of activities and achieve high standards in mathematics, reading and writing.

Understanding

- To develop in each individual a feeling of belonging and a desire to care for the school and its environment.
- Children are helped to understand the world and to look after the wider environment.

Confidence

- The school aims to help children to acquire understanding, knowledge and skills that will be useful to them in adult life and to give them the confidence to apply these effectively in a variety of challenging situations.

Courtesy And Respect

- To encourage and foster good manners and politeness towards peers, members of staff and visitors.
- The school aims to foster an awareness and respect for moral values and for all religions.
- To promote British values.
- To encourage courtesy, kindness and consideration for all people, their beliefs, feelings and property and to encourage care for people in the community.

Equal Opportunities

- Equal access to the whole curriculum is ensured for all, regardless of sex, race, religious beliefs or ability.

Our aims are to promote equality of opportunity in line with the Public Sector Equality Duty and The Equality Act 2010 complying with its legal obligation. This policy describes how the school is meeting these statutory duties and is in line with national guidance.

2. School Context

Beecroft Primary School is a community situated in the Kirkstall district of Leeds. The school admits pupils aged from 4 to 11. Currently there are 344 pupils on roll (including Nursery) - 148 girls and 186 boys. There are 21 different ethnic groups across the school, the highest numbers being Asian and Pakistani. 90 children are White British. There are 189 pupils (55%) with English As An Additional Language.

3. The legal framework

We welcome our duties under:

- I. The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of:
 - age.
 - disability.
 - gender reassignment.
 - marriage and civil partnership.
 - pregnancy and maternity.
 - race.
 - religion and belief.
 - sex.
 - sexual orientation

- II. The Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:
 - Eliminating unlawful discrimination, harassment and victimisation.
 - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

In fulfilling our statutory duties at Beecroft Primary School, we are guided by seven principles.

Principle 1: All members of Beecroft Primary School and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin, or socio- economic circumstances
- whatever their gender and sexual identity
- whatever their religious or non-religious affiliation or background
- whatever their age

Principle 2: At Beecroft Primary School we recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made.
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men, lesbian, gay, bisexual and transgender people are recognised.
- religion, belief or faith background.
- sexual identity; and
- age.

Principle 3: At Beecroft Primary School we foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, or national origin, and an absence of prejudice-related bullying and incidents.
- mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people, and an absence of sexual and homophobic harassment; and
- promote positive intergenerational attitudes and relationships.

Principle 4: At Beecroft Primary School we will ensure that the recruitment, retention, and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled.

- whatever their ethnicity, culture, religious affiliation, or national origin.
- whichever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity; and
- whatever their age

Principle 5: At Beecroft Primary School we aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people.
- people of different ethnic, cultural and religious backgrounds.
- girls and boys, women and men.
- lesbian, gay, bisexual and transgender; and
- age.

Principle 6: At Beecroft Primary School we consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- disabled people as well as non-disabled.
- people from a range of ethnic, cultural, and religious backgrounds.
- both women and men, and girls and boys.
- lesbian, gay, bisexual and transgender people; and
- people of different ages and generations.

Principle 7: We feel that the community as a whole should benefit

At Beecroft Primary School we intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled.
- people of a wide range of ethnic, cultural and religious backgrounds.

- both women and men, girls and boys,
- lesbian, gay, bisexual and transgender people; and
- people of different ages and between generations.

4. Practical application of these principles – equality objectives

We recognise that the actions resulting from a policy are what make a difference, and in the light of the principles stated above our specific and measurable equality objectives are:

Objective 1: All groups of pupils to achieve highly both in the quality of work produced and in national tests.

We will monitor and analyse pupil achievement by race, gender, disability and Non/Pupil Premium pupils and act on any trends or patterns in data that require additional support.

Objective 2: To continue to promote equality of opportunity for all pupils to attend extra-curricular clubs.

We will do this by completing pupil club questionnaires, regularly monitoring the uptake of activities, ensuring that there is a range of activities to meet the needs of our diverse community and by identifying and targeting groups with protected characteristics to ensure they have equal access and increase their engagement.

Objective 3: To ensure that our curriculum reflects the rich diversities of the UK, and our local area to meet the needs of our children irrespective of race, gender, disability, sexual orientation and religion.

We will do this by:

- Ensuring the curriculum taught in class and the teaching resources used reflect the diversity of our pupils
- Regularly reviewing and monitoring the curriculum to ensure that topics and resources are up to date
- Ensuring that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential.

Objective 4: To ensure all pupils make a positive contribution to the life of the school e.g., through involvement on the School Council, class assemblies, fund raising, and joining in with concerts/performances.

We will do this by ensuring the whole school community is involved in the life of the school, encouraging pupil and parent participation through school and family assemblies, whole school communications, parent group meeting school leadership teams and through F.A.B (parent teacher group).

Objective 5: To continue to ensure all aspects of health and safety are reviewed and modified where necessary to take account of our disabled pupils and staff.

We will do this by ensuring that our accessibility policy is in place, liaising with outside agencies about the needs of the individual and ensuring that individual risk assessments are completed.

These objectives are published on the school's website.

5. The curriculum

At Beecroft Primary School we actively seek opportunities to review the curriculum to ensure that teaching and learning reflect the seven principles outlined above.

Promoting tolerance, friendships and understanding of religions and cultures is essential to the Beecroft ethos and is taught through assemblies dealing with relevant issues, through PSHE lessons, but also in other curriculum subjects. For example, as a part of English/reading lessons pupils are introduced to literature from a range of cultures and texts addressing relevant issues. Trips and visits within the local community include working with local faith groups.

6. Attainment

At Beecroft we are committed to giving all our children every opportunity to achieve the highest of standards – regardless of their age, gender, sexual orientation, SEND or disability, religion or belief or ethnicity. As a part of fulfilling this duty, the school will analyse attainment data each academic year showing how pupils with different characteristics are performing and where appropriate use this to implement actions for improvement. The school ASP report shows that at the end of KS2 there is no significant difference in how pupils achieve according to their personal characteristics.

7. Training and development

We ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

8. Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment.
- pupils' and staff personal development, welfare and well-being.
- teaching styles and strategies.
- admissions and attendance.
- staff and governor recruitment, retention and professional development.
- care, guidance and support.
- behaviour, discipline and exclusions.
- working in partnership with parents, carers and guardians.
- working with the wider community.
- participation of groups in wider school activities; and
- preparing all members of the learning community for living and positively contributing to a diverse society.

9. Addressing prejudice and prejudice-related bullying

At Beecroft Primary School we are opposed to all forms of prejudice which stand in the way of fulfilling our legal duties for all aspects of equality:

- prejudices related to disability and special educational needs

- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with should they occur.

10. Roles and responsibilities

The governing body is responsible for ensuring that:

- the school complies with current legislation, and that this policy statement and its related procedures and strategies are implemented.
- the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years.

The Equality Governor is responsible for:

- monitoring the implementation of this policy statement.
- meeting with the designated member of staff for equality annually to discuss any issues and how these are being addressed
- attend appropriate equality and diversity training
- report back to the full governing body regarding any issues

The head teacher is responsible for:

- implementing the policy statement; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The designated member of staff for equality (Miss Brown) will:

- have day-to-day responsibility for co-ordinating implementation of the policy statement.
- Meet with the equality link governor annually to raise and discuss any issues

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge and deal with any prejudice-related incidents that may occur

- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up to date with equalities legislation relevant to their work.
- ensure that pupils have the opportunity to have their voices heard with regards to equality issues

11. School Council

Our School Council has representatives from all year groups, democratically elected by their peers, and is composed of pupils from a range of backgrounds.

12. Information and resources

- The content of this policy statement is shared regularly with all staff and governors and, as appropriate, to all pupils and parents and carers. Our responsibilities under the Equality Act are included in our school improvement plan, self-evaluation review, the school website and communicated in parent newsletters.
- All staff and governors have access to a range of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

13. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

14. Equality considerations in decision making

At Beecroft we ensure that due regard is given 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 religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities and opportunities for boys and girls

15. Breaches of the policy statement

Breaches will be dealt with through the relevant policies and procedures, as determined by the head teacher and governing body.

16. Monitoring and review

We collect and analyse quantitative and qualitative data relating to the implementation of this policy and make any necessary adjustments as appropriate.

In particular, we collect, analyse and use data in relation to achievement, filtered as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age.

17. How we developed our policy

The development of this policy has involved the whole of our school community.

Our pupils

My Health My School survey – completed annually

Pupil questionnaires

School Council – regular meetings

KS2 Mentors

Our staff

Staff meetings – weekly meetings

Health and Wellbeing staff representatives – regular meetings

SEND staff

Relevant whole school training - Requirements and Best Practice with Looked After Children and Pupils Who Have Experienced Trauma

Our school governors

Health and Wellbeing representatives

Governor meetings - termly meetings

Governor training feedback –Child Protection, Safer Recruitment & SEND

Parents/carers

Parental feedback

Health and Wellbeing representatives

Minority, marginalised and potentially vulnerable groups

Parents with disability/disabled children in school – informal discussions and feedback

Annual reviews/ meetings for vulnerable children in school

Virtual School

LCC Complex Needs service

18. What impact have we already had on disability equality in our school?

Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

Teaching and Learning

- Overlays – partially sighted and dyslexic children
- Visual and kinaesthetic resources where appropriate
- PECS used where appropriate with pupils
- Use of radio aid and microphone used by staff when needed
- ILPs have been updated in line with best practice after 1:1 meetings with parents
- Teachers work with and follow guidance from external agencies e.g., SENIT, DAHIT, SLT and STARs. SENDCo liaises with appropriate outside agencies in regular basis

- B-squared assessment implemented to support inclusion for those children working below year group expectations
- Autism training Level 1 updated for all staff
- 1:1 support in place where needed.
- Provision mapping in place

Accessibility

- Lift in place
- Disabled toilet facilities for staff and pupils
- Individual pupil risk assessments in place
- Accessible parking by the main school entrance

Administration of medicines

- Staff members receive EpiPen training as and when necessary, to support those children with EpiPens in school. Piriton medicine for specific children with allergies is kept in school with full instructions for emergencies.
- EpiPen policy is updated according to any new guidelines published
- Asthma policy is updated according to new guidelines and all staff receive asthma training during INSET sessions
- Individual Healthcare Plans are completed annually for children in school with medical needs requiring administration of topical medicines

19. What impact have we already had on race equality in our school?

All pupils at Beecroft Primary School achieve highly at the end of KS1 and KS2, with no notable differences in achievement and attainment between students who have English as an additional language and those whose first language is English and/or belong to BAME groups. Beecroft sets ambitious targets for BAME and EAL pupils to narrow the attainment gap. All pupils are expected to achieve their targets.

The school has achieved the Stephen Lawrence Award and the whole school community focuses on the equality of every individual where there is a raised awareness of race equality.

At Beecroft we:

- Have the attitude that no barrier to learning is insurmountable.
- Have a proven track record in raising achievement and attainment for all pupils.
- Have “Every Child Matters” at the heart of our standards agenda.
- Have clear and identifiable strategies for targeting any underachieving BAME pupils.
- Have a focus on language development across the curriculum throughout the school.
- Have close links with community groups.
- Have creative curriculum links to key cultural celebrations including Black History Month. Other cultures are taught within subjects including English, PSHE, history and geography.
- British values are a core part of the school curriculum
- The RE curriculum has been planned to incorporate the understanding of a range of different faiths
- The school library has an excellent range of books celebrating the diversity of race and culture.

- There are positive images throughout school celebrating race and culture.

Racial Equality – Systems and Procedures

- The school has a clear procedure for dealing with racist incidents. All members of staff are aware of the procedures and the record of these is analysed regularly.
- Staff have undertaken Prevent and FGM training and are aware of issues surrounding radicalization and FGM.

20. What impact have we already had on gender equality in our school?

Curriculum development

- Teachers plan to motivate and engage all pupils in all lessons
- Positive role models are provided within lessons
- The school analyses data to look for trends and patterns with relation to gender, carrying out more in-depth analysis as required.

Clubs

- After school and lunchtime clubs are organised to appeal to both boys and girls
- Competitions involved mixed sex teams
- Beecroft are currently aiming to be recognised as a girls' football school – part of a nationwide scheme that aims to promote mainstream football in schools for girls.

Adult role models in school

- Both male and female members of staff work in EYFS, KS1, LKS2 and UKS2 - this is intentional to provide positive gender role models to ALL pupils in school

21. Links to other policies

Accessibility policy

SEND policy

Bullying policy

Race Equality policy

22. Publishing information on the school's public sector equality duty

This policy is available electronically on the school website, in hard copy on request at the school office and in the staff handbook and governor induction packs.

Date approved by the Governing Body: September 2024

Review date: September 2025