



Holbrook Primary School

EQUALITY OBJECTIVES February 2016 – November 2020

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

1. Seek external validation of the school's effective work in providing equality of opportunity, and identify areas for development, through the EQualities Award.

Action	Success Criteria/ Evidence
Register with EQualities Award Scheme	The school is awarded the EQualities Award in recognition of its work to promote equality of opportunity and raise outcomes for all learners regardless of gender, disability, faith and ethnicity, sexual identity and socio-economic disadvantage.
Carry out self- evaluation audit and submit resulting action plan	
Work with external coach on developing areas identified through self- evaluation	

2. Ensure learners with English as an additional language have access to an appropriate level of language support, including first language assessment and bilingual support.

Action	Success Criteria/ Evidence
Provide training for staff on 'A Language in Common'	Early support is provided to new arrivals.
Introduce assessment tools for new arrivals and identify members of support staff who can support bi-lingual pupils	Assessment informs teaching programmes for pupils new to English and resources support pupils' learning.
Identify teaching resources for bi-lingual pupils	Members of staff are trained to support both pupils new to English and Bi-lingual learners.
Implement a peer mentoring scheme using older bi-lingual pupils	The progress of pupils with English as an Additional Language is in line with the progress made by all pupils in the school.
Celebrate language use across the school with a	

key event on an annual basis	
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Equality information and objectives – February 2016

We are committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Task Force
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

Please see appendix for information about the pupil population

How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010. The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

How we advance equality of opportunity:

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that records all incidents of behaviour that does not comply with our policies. We rigorously monitor and apply the relevant sanctions and keep parents informed.
- We have a school anti-bullying policy that sets out how we will respond to incidents of bullying in school.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.
- We have a special educational needs and disabilities policy that outlines the provision the school makes for pupils with special educational needs and disabilities.
- We have an accessibility plan that sets out the steps we will take to make the school accessible to all pupils as far as is reasonably possible.
- Our admission arrangements are in line with Wiltshire LA policy for admitting pupils with Education and health Care Plans.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that is published in the staff handbook.
- The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of religious and cultural festivals in assemblies
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- We ensure that the curriculum challenges racism and stereotypes
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain. We promote the British Values.
- The school tackles bullying or harassment on the basis of race, ethnicity and culture and keeps records
- We take steps, reasonable adjustments, to ensure that pupils with disabilities are not put at a disadvantage compared to other pupils.
- We involve pupils with disabilities, their families in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf
- As far as is reasonably possible we are committed to carrying out accessibility planning for pupils with disabilities that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to pupils with disabilities. The school recognises the physical limitations of the school environment and takes every opportunity to accommodate individual needs wherever possible and work collaboratively with Advisory teachers for impairments.

- We work closely with medical professionals, physiotherapists and families and prescribe individual programmes to help learners understand their disability and overcome barriers to their learning'
- We are committed to working for the equality of women and men.

Consultation and engagement

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability and ensure that all pupils are aware of each other's disabilities.
- The support of charitable projects meeting the needs of the diverse communities

We aim to engage with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Weekly bulletin outlining key issues and achievements for the school, encouraging parent and community engagement both with individual pupils and with the school as a whole.
- Open morning sessions are regularly held.
- Surveys, questionnaires and verbal consultations.
- Use of playground screen
- AFA programme
- Pastoral Support Manager
- Continuous development of the school website
- Parents evenings and open classroom sessions for new families joining the school
- A selection of policies are available on the school's website
- The Headteacher will be available to discuss the policy with individual parents, staff, and governors.

Consideration of equality issues when making decisions

- Our curriculum provides opportunities for all pupils to enjoy the experiences of working and living in a multi-cultural community
- To continue to promote collaboration between the different groups and celebrate difference.
- We ensure we respond and monitor any sexist bullying or sexual harassment in line with the school policies.

- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- Both male and female parents and carers are involved in the work of the school and contribute to their children's learning and progress

Appendix 1. Information about school population (to be reviewed annually)

Number of pupils on roll at the school: 231

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Pupil Special Educational Needs (SEN) Provision		
	Number of Pupils	Percentage of school population
No Special Educational Needs	198	85.7
Pupils with physical disabilities	1	0.4
Hearing and visual impairment	2	0.8
Social, emotional, or mental health difficulties	8	3.4
Cognition and learning difficulties	8	3.4
Communication and interaction difficulties	14	6
SEN Support	33	14.2

NB. Some children are in 2 categories

Race: includes colour, nationality and ethnic and national origins

Ethnicity and Race		
Main Categories	Micro Categories	Total
White British		198

White Other		2
White Eastern European		6
White Western European		2
Asian or Asian British	Bangladeshi	0
	Indian	0
	Other Asian	2
	Pakistani	0
Black or Black British	Caribbean	0
	Other black heritage	0
Mixed	Other mixed heritage	0
	White and Asian	0
	White and Black African	0
	White and Black Caribbean	6
Chinese		2
Other	Moroccan	13
Unknown	Unknown	0
	Refused to Say	0

Pupils with English as an additional language (EAL)		
	Total	% of school population
Number of pupils who speak English as an additional language	18	7.7

Religion and Belief			
Buddhist	1	Sikh	0
Christian	87	No religion	125
Hindu	0	Other religion	2
Jewish	0	Unknown	1
Muslim	15		

Gender	
Male	106
Female	125

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income backgrounds		
	Total	% of school population
Number of pupils eligible for free school meals	32	13.8%

Looked after children	1
Adopted or child arrangement orders	0

Approved by FGB: Date:

Review Period: Annually

Review due: Date Spring 2017