



## Equality Information and Equality Objectives for Bournmoor Primary School 2017 - 2020

### Equality Act 2010 - Bournmoor Primary Schools' provision of the public sector equality duty

We in Bournmoor Primary School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

As a Rights Respecting school we adhere to Unicef's Convention for the Rights of the Child. This Convention applies to everyone, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from (Article 2). We also support the article that says a child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community (Article 23).

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the Public Sector Equality Duty (PSED) cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find. We do this by publishing it on our website and also ensuring paper copies are available upon request.

**Equality Information:**

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

**Staff:**

Age	Figures change – we comply with our equality duty.
Disability	100% staff gave information. 17% of staff recorded a disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any staff member towards gender reassignment.
Marriage & civil partnerships	Figures change – we comply with our equality duty.
Pregnancy and maternity	Figures change – we comply with our equality duty.
'Race' / ethnicity	100% staff gave information Our staff profile comprises: White British
Religion and Belief / no belief	100% staff gave information Our staff profile comprises: Christian, Church of England and Roman Catholic
Sex – male/female	86% female 14% male
Sexual orientation	We support all staff members regardless of sexual orientation

**Pupils:**

Age	We have pupils aged from 3 to 11 years old in our school.
Disability	100% pupil gave information. 8% of pupils recorded a disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	82% pupil gave information The ethnicities we are aware of in our pupil profile are: White British, Dual Heritage, and White-Irish.

EAL (English as an Additional Language)	0% EAL The languages spoken within our pupil profile are: English.
Religion and Belief / no belief	63% pupil gave information The religions we are aware of in our pupil profile are: Christian.
SEND	16 pupils identified with a Special Educational Need.
Sex – male/female	53% female 47% male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	30% pupils eligible for Pupil Premium

**We will update our equality information at least annually**

### Equality Objectives

Our equality objectives are:

Aspect of Equality	Objective	Person Responsible	Methods for Monitoring	Success Criteria and Timescales
Disability & Sexual Orientation	<b>1) To embed our Rights Respecting Level 1 Award (achieved July 2017) to ensure children are aware of the articles and their rights.</b>	Mrs L Snowdon (Headteacher)	<p>Pupil discussions.</p> <p>Displays in classrooms and around school.</p> <p>Working with and reporting to RRSA governors and whole governing body.</p> <p>Evidence in PSHE Learning Journey Files in classrooms.</p> <p>Evidence on our website.</p>	<p>Displays in class and around school will highlight children's rights. <i>Timescale: evidence to be in place from the start of the new academic year.</i></p> <p>Pupils can talk about the articles and can give examples of their rights. <i>Timescale: pupils to be able to do this as the academic year progresses.</i></p> <p>Our curriculum and policies show an embedding. <i>Timescale: policies are updated in line with the relevant requirements. The curriculum shows evidence from the start of the new academic year.</i></p> <p>Our website reflects our commitment to children's rights. <i>Timescales: our website shows links to the UNCRC articles from the start of the academic year.</i></p> <p>RRSA governors are able to identify how we support children with their rights.</p>

				<p><i>Timescale: governors are updated each term about RRSA work in school.</i></p> <p>The full governing body is aware of our commitment to childrens' rights. <i>Timescale: governors are updated each term about RRSA work in school.</i></p>
Disability	<b>2) To focus on the social, emotional and mental health aspect of SEND and ensure staff members receive training in effective provision.</b>	Mrs L Snowdon (Headteacher) & Miss H Purdy (SENCO)	<p>CPD log.</p> <p>Resources being used to support pupils in class/group/individually</p> <p>Staff training records and resources e.g. 2010 Equality Act training for staff in October 2017 and ASD intervention training in September 2017.</p>	<p>Training is booked for relevant staff to allow them to have greater understanding of SEMH issues. <i>Timescales: training booked in each academic year – preferably in the Autumn term.</i></p> <p>Staff are confident in implementing training and using resources provided. <i>Timescales: evident after training and seen in lessons observations each term and in learning walks.</i></p> <p>Pupil questionnaires from SEND pupils highlight enjoyment of learning and feeling of safety in their learning environment. <i>Timescales: pupil questionnaires completed each July are analysed by the end of the academic year.</i></p>
Sexual Orientation	<b>3) To use a range of resources e.g. those provided by Stonewall to offer children opportunities to learn about diversity and LGBT.</b>	L Snowdon (Headteacher) & Miss Pigg (PSHE co-ordinator )	<p>Evidence in PSHE Learning Journals shows work on diversity.</p> <p>Family day celebrates 'Different Family, Same Love' through discussion, posters and children's work.</p> <p>Our LGBT Action Plan sets out how we approach diversity and the resources/books we use.</p>	<p>Evidence of work completed for 'Family Day' by pupils. <i>Timescale: in the Spring term each academic year.</i></p> <p>Resources/books are used in class and are accessible in the library. <i>Timescale: new books are purchased at the start of each academic year to replenish stock or as new titles become available.</i></p> <p>The annual meeting with staff from the Tavistock Clinic, Leeds provides support and resources are implemented in school. <i>Timescale: one visit per year to be agreed in advance with Tavistock staff.</i></p>

			School works with the Tavistock Clinic, Leeds to ensure we cover LGBT issues with sensitivity and age appropriateness.	
Disability	<b>4) To ensure we offer a range of extra-curricular clubs that offer an inclusive learning environment (as much as practicable) for all pupils.</b>	Mrs L Snowdon (Headteacher) and Mr O Seaton (PE Co-ordinator)	<p>Clubs show a range of pupils requesting places.</p> <p>Pupil voice indicates that the range of clubs offered are appropriate and accessible.</p> <p>Our SEND governor is aware of the range of clubs on offer to all pupils so monitoring of opportunities takes place.</p>	<p>Pupils with a range of needs attend clubs and enjoy the experience offered.</p> <p><i>Timescales: each half term a new set of clubs are offered and pupils are encouraged to offer opinions to help develop a range.</i></p> <p>Our Sports Premium Funding Review shows that a wide range of pupils attend the clubs and have access to a range of sports.</p> <p><i>Timescales: The Sports Premium Review to be completed in Autumn term each academic year.</i></p>
Religion	<b>5) Assemblies, R.E. lessons and classwork reflect the major religious festivals so children can have an understanding of their global citizenship.</b>	L Snowdon (Headteacher) & Miss Pigg RE co-ordinator	<p>Assembly log shows the religious festivals covered.</p> <p>Trips, visits and visitors are evident to extend pupils knowledge.</p> <p>R.E. books show a range of work matching our curriculum to extend children's knowledge and understanding of religious festivals.</p>	<p>Children are able to demonstrate awareness of religious festivals and why they are celebrated.</p> <p>Children show in their R.E. books that they have been taught about religious festivals.</p> <p>R.E. planning shows coverage of major religions to allow children to learn about them as they move through the school.</p> <p>Children can talk about what they have learned from the trips, visits, visitors and assemblies, showing an awareness of religious festivals.</p>

**We will update our equality objectives every four years and will publish progress on them annually in our equality information**

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

*'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'*

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage is often more appropriate

**Headteacher:** Mrs Laura Snowdon

**Chair of Governors:** Mrs Tracy Bell

**Date:** October 2017

**Date for Review:** November 2020