

Beech Hill Community Primary School



Equality Information and Objectives

Updated: February 2020

Promoting Equality and Community Cohesion At Beech Hill Community Primary School

At Beech Hill Community Primary School we have a strong commitment to fairness and equality in everything that we do.

- We try to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the school is a safe and secure environment 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 Council.
- 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.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of pupils, supports how we meet the needs of different groups of pupils and how we foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain ethnic and cultural backgrounds
- pupils who are supported by the pupil premium
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

For more information about our work on equalities at Beech Hill Community Primary School please contact:

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Part 1: Information about the Pupil Population

Number of pupils on roll at the school: **933**

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.

The protected characteristics are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: **19**

There are pupils at our school with different types of disabilities and these include:

- Medical issues e.g. diabetes **2**
- Hearing impairment **3**
- Significant special needs e.g. autism **11**
- Physical impairment **2**
- Visual impairment **0**
- Downs Syndrome **1**

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	795	83.3%
School Support	142	15.4
Education Health and Care Plan (Statement)	17	1.84

Ethnicity and Race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	246	231	477	Mixed			
Indian heritage	22	13	35	Other mixed heritage	8	4	12
Other Asian heritage	12	6	18	White and Asian	7	6	13
Pakistani heritage	168	142	310	White and Black African	0	0	0
Black or Black British				White and Black Caribbean	0	0	0
Black African heritage	10	6	16	Any Other Ethnic Group	9	5	14
Caribbean heritage	0	3	3	White			
Other heritage	0	0	0	British heritage	2	0	2
Chinese	0	0	0	Irish heritage	0	0	0
				Traveller of Irish heritage	0	0	0
				Gypsy / Romany	2	5	7
				Any Other White background	26	19	45

Information withheld	1	Information not yet obtained	0
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Gender	
Male	489
Female	432

Religion and Belief			
Buddhist	0	Sikh	14
Christian	47	No religion	2
Hindu	6	Other religion	9
Jewish	0	Unknown	2
Muslim	840		

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:

Pupil with English as an Additional Language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	467	402	869	94.3%
Number of pupils who are at an early stage of English language acquisition	176	133	309	33.5%

Pupils from Low-Income Backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	79	65	144	15.6%

Looked After Children

0 child is currently in Local Authority Care

Young Carers

We are not aware that we have any young carers.

Part 2: The Public Sector Equality Duty

The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to eliminate discrimination, harassment and victimisation.

- 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.
- Our Governing Body considers equality issues in relation to policies and decisions, a record of this is kept in the minutes and papers of the Governing Body.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a range of policies that demonstrate how we deal with equality issues these include:
 - Behaviour and Anti-Bullying Policy
 - Inclusion Policy
 - Disability Equality Scheme Accessibility Plan
- 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 beliefs and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- Admission to our school for statutory aged children is arranged by Luton Borough Council who ensure that we do not discriminate against any pupil being admitted to our school.
- We aim to observe and implement the principles of equal opportunity and non-discrimination in our employment practices. We have adopted Luton Borough Council's procedures for addressing staff discipline, conduct and grievances and the staff code of conduct.

Disability

Summary Information:

- We have an Accessibility Plan which sets out the framework within which we work, strengths and areas for development, outcomes we wish to achieve and steps we take to achieve our vision.
- Attainment of disabled pupils is tracked regularly with additional support being provided as appropriate and needed.
- Positive relationships between disabled and non-disabled pupils are fostered and supported through our Personal, Social, Health Education (PSHE) curriculum.

How we Advance Equality of Opportunity:

- We support disabled pupils and staff by meeting their individual needs.
- We make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We consult with and involve disabled pupils, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled pupils 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 disabled pupils.
- We form strong partnerships.

How we Foster Good Relations and Promote Children's Spiritual, Moral, Social and Cultural (SMSC) Development:

- We support the learning of values through assemblies and follow up class work that promotes the spiritual, moral, social and cultural development of all pupils. It supports all pupils to understand, respect and value difference and diversity.
- Through our PSHE curriculum we enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience e.g. inviting disabled athletes to talk in assemblies.
- We tackle prejudice, bullying and harassment in line with our Behaviour/Anti-Bullying Policies.

What has been the Impact of our Activities? What do we plan to do next?

- Physical adaptions to the building have enabled disabled pupils and staff to move freely around school and participate in all areas of school life.
- Training for staff has enabled the wide range of needs of disabled pupils and staff to be met.
- Strong partnerships have resulted in better identification and support of needs and transition into and out of our school.
- Close monitoring of pupil progress has resulted in improved support and intervention.
- Regular meetings and support for parents has resulted in closer home/school links and improved support for pupils.
- We aim to continue to train staff to understand and meet the increasingly complex needs of pupils in our school.
- We aim to continue to work with parents and outside agencies to ensure our pupils needs are met.
- We aim to continue to narrow the gap between the performance of our special needs pupils and those nationally.

Ethnicity and Race (including EAL Learners)

Summary Information:

- Our school has a high proportion of pupils from Bangladeshi/Pakistani backgrounds
- We have a small number of pupils from a range of other ethnic groups.
- Overall our Bangladeshi pupils perform better than our Pakistani pupils – this bucks the trend locally.
- Attendance of all groups of pupils has been a priority and extended holidays continues to be an issue.

How we Advance Equality of Opportunity:

- We monitor the progress and attainment of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities and we consult with groups of pupils in relation to motivation, engagement and participation.
- We support and involve parents and carers in initiatives and interventions to improve outcomes for particular groups.
- We link with groups and organisations in the local community.

How we Foster Good Relations and Promote Children's Spiritual, Moral, Social and Cultural Development:

- Our Values based curriculum enables pupils to understand, respect and value difference and diversity.
- Through our PSHE lessons pupils are enabled to discuss and celebrate the similarities and differences we share as members of the human race.
- Through assemblies, topic work, visits and visitors 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 stereotyping and we tackle bullying and harassment on the basis of race, ethnicity and culture in line with the school's Behaviour and Anti-Bullying Policies. We record all incidents of racism, and involve parents and carers.
- We organise celebrations and special events e.g. Caribbean food tasting.
- We participate in events such as Black History month and Refugee week.
- We study the lives of people from around the world through subjects and topics and the curriculum is supported by resources that reflect the diverse communities of modern Britain and the World.

What has been The Impact of our Activities? What do we plan to do next?

- Through our PSHE, Values and British Values work pupils have developed a greater understanding and tolerance of the different ethnic groups within the school. This has resulted in a reduction in the number of racist reports. We do however, need to continue to address this, particularly as new Eastern European groups of pupils enter our school.
- We are working with the Children's Centre and pupils to address barriers to learning in order to narrow the attainment gap of groups of pupils.

Gender

Summary Information:

- We have slightly more girls than boys in the school and in some year groups there are significantly more of one gender than another.
- Overall in KS1 and KS2 girls outperform boys.
- Both boys and girls have leadership roles around school and form the membership of the School and Learning Council. They have equal impact on improving the school.

How we Advance Equality of Opportunity:

- We monitor the attainment of all our pupils by gender.
- We set targets to improve the attainment and rates of progress of all pupils, regardless of their gender.
- We identify and address barriers to the participation of boys and girls in activities.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.

How we Foster Good Relations and Promote Children's Spiritual, Moral, Social and Cultural Development:

- We promote positive gender role models within our spiritual, moral, social and cultural curriculum and through staffing.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotyping.
- We ensure we have positive, non-stereotypical images of women and men, boys and girls across the curriculum.
- We ensure we have equal representation on pupil committees and in pupil leadership roles.
- We ensure we respond to any sexist bullying or sexual harassment in line with school policies.

What has been the Impact of our Activities? What do we plan to do next?

- Our work on raising the confidence and contribution levels of girls in lessons has resulted in them outperforming boys at the end of KS2. We need to monitor this and ensure all pupils make good progress regardless of gender.
- We have classes for parents to learn English, which are run in conjunction with the Children's Centre on our site, which has led to a greater involvement of parents in their children's learning. This is noticeable at parent workshops and parent events. We need to continue to engage and encourage all parents to be involved in their children's learning.

Religion and Belief

Summary Information:

- The large majority of our children are of Muslim faith. We do however, have a small number of pupils from other religious groups.
- We respect the religious beliefs and practice of all pupils, parents and staff and comply with reasonable requests relating to religious observance and practice.
- When formulating policies we take into consideration the religious beliefs of our school community.
- We do not track attainment or progress on the basis of religious beliefs.

How we Advance Equality of Opportunity:

- We work with parents and carers to ensure all children, regardless of religious beliefs, take part in all areas of the school's curriculum.
- We study the six main religions and our curriculum aims to help our pupils develop understanding and tolerance towards the religious beliefs of all our school community.
- Our RE and PSHE curriculums support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

How we Foster Good Relations and Promote Children's Spiritual, Moral, Social and Cultural Development:

- We have dispensation from the mainly Christian element of Collective Worship. This enables us to explore equally the values common to all religions.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs.
- The RE curriculum enables pupils to develop respect of others, including people with different faiths and beliefs and helps to challenge prejudice and discrimination.
- We carry out visits to places of worship and welcome religious visitors into our school to support delivery of the curriculum and to widen pupils' knowledge, understanding and tolerance.

- We have weekly assemblies where Values are discussed. We record all incidents of religious prejudice and involve parents and carers.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities.

What has been the Impact of our Activities? What do we plan to do next?

- Through visits, visitors and assemblies pupils are developing a greater understanding of, and tolerance for, the different faith groups. We need to continue this work with pupils involving parents/carers to continue our work in eliminating religious prejudices.

Part 3: Consultation and Engagement

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

Our main activities for consulting and engaging are:

- Governing Body meetings involving a range of community, parent, LA and staff members.
- Parental newsletters, consultation evenings, workshops, annual surveys.
- School and Learning Council and other pupil group meetings.
- Staff meetings, team, phase and year group meetings.

Part 4: Our Equality Objectives

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.

Equality Objective 1:

To raise the performance of pupils with special needs at the end of KS1 and KS2 and to narrow the gap against the performance of pupils nationally.

Progress we are making on this objective:

- Pupil progress meetings held every term to track individual pupil progress.
- Weekly inclusion meetings address concerns in relation to individual pupils.
- Intervention programmes are regularly monitored and evaluated.
- Staff training needs are identified, planned for and met.

Equality Objective 2:

To narrow the gap in attainment at the end of KS1 and KS2 between Bangladeshi and Pakistani pupils.

Progress we are making on this objective:

- Meetings with groups of pupils in relation to motivation, engagement and support
- Working very closely with the Children's Centre on our site to work with parents to support their children's learning at home.
- Targeting identified pupils through the Achievement for All programme.