

ATTAIN ACADEMY PARTNERSHIP



Equality Information and Objectives

For

Bocking Primary School



2021-2024

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Attain academy Partnership (herein referred to as the 'trust') believes in treating everyone fairly and is committed to creating an environment, which is appropriate and accessible to all. The trust's Equality Policy applies to all the academies within the trust and demonstrate how the trust and each academy promotes equality for pupils, staff, parents and the wider community.

1. Policy statement

a) In accordance with trust and academy values we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the academy community.

b) We will assess our current trust and academy practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

c) We will promote community cohesion at trust, academy, local, national and global levels, comparing our academy community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

2. Statutory requirements

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- [The Special Educational Needs and Disability Act \(SENDA\) 2001](#), which require schools to make reasonable adjustments for disabled people.
- [The Education and Inspections Act 2006](#), which requires schools to ensure fair access to educational opportunities

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document complies with our funding agreement and articles of association.

3. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the academy's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the academy community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- ❖ **Ethnicity/culture context of the academy (local and national)**
Bocking Primary comprises predominantly white British Children with a small percentage of children from different ethnic backgrounds.
There is a small percentage of pupils with English as an Additional Language (EAL) (3.5% compared to the 21.2% Nationally, Spring 2019 Census). Pupils with EAL perform well according to the academy's tracking system.
- ❖ **Religion/belief context of the academy (local and national)**
The majority of pupils at Bocking Primary have a Christian faith (88% of those that stated a religion). The academy has regular links with St Andrew's Church and clergy from other local churches which enriches pupils' spiritual, moral and social education.
Differences between people and the contributions they make to our community are celebrated in lessons and assemblies.
Through the curriculum and collective worship, children learn about rights and responsibilities and they are made aware of the seriousness of discrimination and unequal treatment and the repercussions that arise from them.
- ❖ **Socio-economic context of the academy (local and national)**
Bocking Primary is 1-form primary school in Braintree, with 201 pupils. It has range of housing types and socio-economic groups.
The percentage of children claiming their entitlement to free school meals is above the national average (24.9% compared to 17.7% in 2020 nationally for primary schools).
- ❖ **Current issues affecting cohesion at academy, local and national level**
Bocking Primary provides excellent opportunities for pupils to contribute to the academy and wider community. The pupils are proud of their academy and committed to enriching the academy community. Their involvement is valued

and it contributes to the quality and ethos of the academy. This has remained a consistent strength of the academy.

Our strong links with other schools are successful in fostering good relations and awareness.

Pupils are encouraged to participate in charity work and fund raising in academy, locally, nationally and in an international context.

The academy website is used for information and communication with Parents/Carers, the local and wider communities.

We have successfully put in place effective policies and strategies to foster good relations. These include: Behaviour Policy, Anti-Bullying Policy, SEND Policy, Inclusion Policy and academy rules.

The academy has effective strategies for promoting good relationships between leaders from different social and ethnic backgrounds. Monitoring shows that learners are given exceptional opportunities to learn about, engage with and participate in the community that the academy serves.

In assemblies and religious education we promote positive attitudes and develop learners understanding of other faiths, beliefs and cultures.

Monitoring of lessons shows pupils gain knowledge and understanding about life and cultures in other places through the curriculum and teaching and learning.

We successfully promote community cohesiveness by learning about common identity and values through the curriculum, particularly in subjects such as PSHEE, history, geography, English, art, mathematics, dance and music.

4. Roles and Responsibilities

4.1 Governors

The governing body as a whole will:

- ensure the academy complies with the relevant equality legislation
- Support the headteacher in implementing the Equality Information and Objectives as set out in this statement
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- monitor progress towards the equality objectives (as part of the SIP)

The Local governing Body may appoint a responsible governor to take the lead.

4.2 Headteacher

The headteacher's role is to:

- implement the school's Equality Information and Objectives
- ensure that all staff, governors, pupil and their parents/guardians are aware of the Equality Information and Objectives and how to access it
- produce regular information for staff and governors about the plans and how they are working;
- liaise with external agencies so that the academy's actions are in line with the best advice possible
- ensure all staff know their responsibilities and receive training and support in carrying these out;
- ensure that all appointment panels give due regard to the Equality Information and Objectives so that no-one is discriminated against when it comes to employment and training opportunities
- take appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- enable reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the academy
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life
- monitor success in achieving the objectives and report back to governors

The headteacher is responsible overall for dealing with reports of prejudice-related incidents.

4.3 All Staff

The role of all staff is to:

- ensure all pupils are treated fairly, equally and with respect
- be aware of the academy's information and objectives document and how it relates to them
- support the aims and objectives set out within the document
- promote equality and community cohesion in their work
- foster good relations between groups
- challenge any incidents of prejudice, including racism and homophobia, and record any serious incidents, bringing them to the attention of the headteacher
- be able to recognise and tackle bias and stereotyping
- take up training and learning opportunities.

4.4 Visitors and contractors

Visitors and contractors are responsible for following relevant academy policy.

4.5 Pupils

Pupils will

- Be made aware of any relevant part of the plan, appropriate to age and ability;
- Be expected to act in accordance with any relevant part of the plan.

4.6 Parents / Carers

Parents/Carers will:

- Have access to the plan;
- Be encouraged to support the plan;
- Have the right to be informed of any incident related to this plan which could directly affect their child.

5. Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements.

All staff are encouraged to undertake training to enhance their skills and fulfil their role in line with the School Improvement Plan. The training may be offered in many forms, such as out of school training courses, online training courses, training with and in other schools, training across our academy and trust.

6. Publication and review

This Equality Information and Objectives fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the academy publishes it by making it available on request and on the academy website.

In line with legislative requirements, the equality information and objectives within this document will be kept under regular review for three years.

7. Reporting on progress and impact

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- 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 (e.g. encouraging all pupils to be involved in the full range of academy clubs)

In fulfilling this aspect of the duty, the academy will

- publish attainment data each academic year showing how pupils with different characteristics are performing
- analyse the above data to determine strengths and areas for improvements, improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of prejudice-related bullying)
- Analyse and publish data on staff recruitment data and trends with regards to race, gender and disability
- Publish further data about any issues associated with particular protected characteristics, identifying any issues within academy policies and practices which could affect our pupils and staff.

The purpose of analysing this information is to ensure that we are furthering the three aims of the public sector equality duty:

- eliminating discrimination and harassment
- advancing equality of opportunity
- fostering good relations between people from different groups.

The source of this information is both quantitative:

- internal,
- local and
- national data

and qualitative (by engagement with relevant people)

- surveys
- complaints
- focus groups
- interviews
- pupil voice

8. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of academy practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

We gather progress and attainment data on a half termly basis to monitor the impact of our teaching and learning on particular groups of pupils.

We monitor attendance data on a half-termly basis to identify where attendance may be a barrier to learning.

We keep a log of behaviour incidents so that poor behaviour can be effectively addressed

We record incidents of prejudice-related incidents in line with the trust's Equality Policy.

We collect data from relevant questionnaires

Equality objectives identified by this process are included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above, and
- ii. from involving relevant people (including disabled people) from the start in the following way:
 - communicating formally and informally with parents/carers
 - communicating with outside agencies for advice and support
 - liaising with network cluster partners
 - including relevant questions for parents/carers on questionnaires

The evidence was then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups in terms of
- ethnicity,

- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation and
- age.

10. Equality Objectives

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
Pupils' Attainment and Progress
The academy expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.
The academy recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special education need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.
Teaching and Learning
All pupils participate in the mainstream curriculum of the academy
We take account of pupil's experiences and starting points and are responsive to pupil's different learning styles. All pupils are regularly consulted about their learning.
All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised.
Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.
Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.
Guidance & Support
All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.
We actively promote good personal and community relations and recognise diversity as having a positive role to play within the academy.
Behaviour and Attendance
The academy expects high standards of behaviour from all pupils, appropriate for their developmental level.
Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant

Essex County Council guidance. All forms of harassment are recorded, monitored and dealt with in line with relevant policies.
We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.
Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.
Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes into account cultural issues or matters relating to a child's disability.
The academy will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital
Partnership with pupils, parents, carers and the wider community
Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in other formats to ensure that all are able to access school information
Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.
The academy's premises and facilities are equally available and accessible for use by all groups within the community.
Linguistic Diversity
We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by: <ul style="list-style-type: none"> • reflecting the multilingual nature of the wider society in our resources and displays • raising awareness of the similarities and differences between English and other languages • highlighting how English has borrowed from other languages
Leadership and Management
The academy adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Essex County Council guidelines.
The skills of all staff, including non-teaching and part-time staff, are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.
We will admit pupils with already identified special education needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.
Steps are taken to ensure the academy's admission process is fair and equitable to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.
The Equality Information and Objectives document is published and promoted through the academy website and staff meetings. All staff and governors are aware of this document through governors and staff meetings

11. Accessibility Objectivities

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

Accessibility Objectives (focused on outcomes rather than processes)
Improvements in access to the curriculum
We will ensure that appropriate resources are available for children in order to reduce/eliminate barriers to the curriculum and to ensure full participation in the academy community for all pupils and prospective pupils with a disability, medical condition or other access needs. E.g. left handed scissors will be widely available, photocopying can be on coloured paper if needed, technology to assist visually and hearing impaired. Children are involved in planning their own learning to address their interests.
Physical improvements to increase access to education and associated services
As part of the Accessibility plan we will ensure that the academy's premises and facilities are equally available and accessible for children's individual needs.
Improvements in the delivery of information in a range of formats for disabled pupils Information can be provided in a range of font sizes, in combinations of text colours and paper colours to help those with visual difficulties. If appropriate e-readers can be used.
Written material will be produced in plain English. Translations will be sought for those whose first/preferred language is not English.

The above provides a summary of the objectives and actions in place to improve accessibility for pupils. The academy's current Accessibility Plan, covering pupils, staff and visitors, may be found on the website.

12. Community Cohesion Objectives

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the academy community
- local communities
- communities across the UK
- the global dimension

<p>Community Cohesion Objectives (focused on outcomes rather than processes)</p>
<p>Teaching, learning and the curriculum</p> <p>Through teaching and learning, our children will be aware of our academy values, their own identity, how to express their own identity, respect for different viewpoints, recognising commonalities, cultural appreciation, UK culture, democratic decision making and fundamental equality principles. This will be through assemblies, curriculum, educational visits, internet use, visitors into the academy, role play, Learning Council and the celebration of festivals.</p> <p>Our curriculum will actively teach about world faiths and different communities as our children have very little contact with ethnic diversity.</p>
<p>Equality between groups in school, where appropriate</p> <p>All children are given equal access to the curriculum and resources. If a child is disadvantaged by economic circumstances the academy can support the provision of the curriculum using Pupil Premium money</p>
<p>Engagement with people from different backgrounds, incl. extended services</p> <p>Visitors are encouraged into our academy to enable our children to meet a wide range of people from different backgrounds and with different experiences.</p> <p>The academy will be involved in strategic planning to enhance the community facilities for the locality and will actively promote to make them available for all sectors of the community.</p> <p>The members of the academy community will understand that their views can help to shape the development of the academy. This will be done through parent/carers termly learning conferences, INSET days, review meetings, governors, learning council, end of year reports and staff meetings</p> <p>Academy will communicate its vision of inclusion and equality to its members and local community in the form of newsletters, noticeboards, visitors to the academy, pupil visits, assemblies,PTFA, policies, academy website and charity support.</p>

13. Monitoring arrangements

- The headteacher will update the published equality information at least every year
- This document will be reviewed by the headteacher at least every 3 years
- This document will be approved by the Local Governing Body.