



The Federation of Bedenham and Holbrook Primary schools Single Equality Policy



Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our schools. We recognise that equality will only be achieved by the whole Federation community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our Federation community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the schools' Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the federation community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Schools' Context

Both schools are 1.5 entry primary schools located in the Bridgemary ward of Gosport, Hampshire with pupils from Year R to Year 6 (4-11years old). As of March 2017 classes are organized in mixed age and mixed abilities according to the specific numbers within each cohort. 22.15% (as of March 2017) of the Bedenham population has special educational need support with 4.4% having Education Health Care Plans (EHCPs). As well as the mainstream school Bedenham also have a resourced provision for pupils with behavioural, emotional and social difficulties (BESD). At Holbrook School there is a provision for children with Speech and Language needs, whilst the SEN support serves 22.18 % of the school, with 10.1% having EHCPs.

The majority of the children at both schools are from a white, British background.

We collect and analyse equality information and this can be referenced in appendix A.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not English is their first language
- Whether or not they have a connection with the armed services

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with □ Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. 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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights,

taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objective can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions

- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The schools are opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the schools comply with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Heads of School are responsible for implementation of this policy, ensuring that the whole federation community are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Publishing the policy

In order to meet the statutory requirements to publish a single equality policy we will:

- Publish our policy on the school websites
- Raise awareness of the policy through the schools' newsletters, assemblies, staff meetings, training days, social media and other forms of communication
- Make sure hard copies are available for new staff and parents
- Include in the induction programme for new members of staff, volunteers and students.

Agreed at the Governing Body Meeting on: 20 March 2012 Minute Reference:8c To be reviewed: March 2016 Reviewed at the FGB meeting on: 17 March 2014 Reviewed FGB: 25th March 2019 Minute reference: 8



Chair of governors:



Heads of School

Zoe Dudley :Holbrook



Caroline Wood: Bedenham

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

Bedenham Pupil-related data:

Information	Evidence and commentary
Pupil population 2017-18	50.30% of the school pupil population are boys
Free school meals 2017-18	18.49% of the school pupil population are entitled to free school meals of which 61.1% are boys
Pupil premium 2017-18	38.3% of pupils are eligible for pupil premium 32.7% of pupils are FSM or EVER 6 FSM 5.13% of pupils are Service families or EVER 3 service families
Ethnicity 2017-18	92.8% of the pupil population are white British
Attendance by gender 2017-18	70.20% of the school population have attendance greater than 95.1% 31.16% of girls and 39.04% of boys
Attendance by FSM 2017-18	50% of pupils entitled to free school meals have attendance greater than 95.1%
Attainment in the Foundation Stage by gender 2017-18 <i>NB: In Year R 56% were girls</i>	68.6% overall achieved a good level of development (indicating pupil achieved at least the expected level in all the prime areas and literacy (reading & writing) and mathematics (57.9% of boys; 81.3% of girls) % of pupils achieving the expected level in: Prime areas of learning: <i>Communication: 83% overall; 78% of boys; 88% of girls</i> <i>Physical: 89% overall; 78% of boys; 100% of girls</i> <i>PSE: 83% overall; 67% of boys; 100% of girls</i> Specific areas of learning: <i>Reading: 89% overall; 84% of boys; 94% of girls</i> <i>Writing: 77% overall; 68% of boys; 88% of girls</i> <i>Mathematics: 86% overall; 79% of boys; 94% of girls</i>

<p>Attainment at Year 2 in 2015/16 by gender and pupil premium indicator</p> <p><i>NB: In Year 2, 60.5% are girls</i></p> <p><i>44.7% are eligible for pupil premium</i></p>	Reading:					
		Overall	Girls	Boys	Pupil Premium	NOT Pupil premium
	Greater depth	10.53	13.04	6.67	0	19.05
	At ARE	81.58	82.61	80	76.47	85.72
	Writing:					
		Overall	Girls	Boys	Pupil Premium	NOT Pupil premium
	Greater Depth	2.63	4.35	0	0	4.76
	At ARE	78.95	86.96	66.67	70.59	85.71
	Maths:					
	Level	Overall	Girls	Boys	Pupil Premium	NOT Pupil premium
Greater Depth	2.63	4.35	0	0	4.76	
At ARE	76.31	86.96	60	64.71	85.71	
<p>Attainment at Year 6 in 2016/17 by gender and FSM</p> <p><i>NB: In Year 6, 46% are girls</i></p> <p><i>51% are eligible for FSM</i></p>	Reading:					
	Level	Overall	Girls	Boys	Pupil Premium	NOT Pupil Premium
	At ARE	32%	40%	26.67%	18.75%	55.5%
	Writing:					
	Level	Overall	Girls	Boys	Pupil Premium	NOT Pupil Premium
	At ARE	72%	90%	60%	62.5%	88.89%
	SPAG:					
	Level	Overall	Girls	Boys	Pupil Premium	NOT Pupil Premium
	At ARE	52%	60%	33.33%	50%	55.56%
	Maths:					
Level	Overall	Girls	Boys	Pupil Premium	NOT Pupil Premium	
At ARE	36%	40%	46.67%	31.25%	44.44%	

Participation in the school council by ethnicity and gender 2015-16	96.6% of the school council is White British. 50% of the school council is male. 92.1% of the school council is white British. This is broadly reflective of the school community
Participation in residential activities during 2016/17 by gender	March 2018 – Y4 Stubbington study centre: 63.4% of Year 4 attended (53% of boys; 46% of girls; 23% of FSM) May 2017 – Y3 sleepover in school: 100% attended July 2017 : Wales residential: 75% of Year 6 attended (43% of boys; 31% of girls; 18% of FSM)
Merit certificates by gender 2015-16	Percentage of pupils receiving 10 merit certificates: 84% overall; 76% of girls; 90% Boys Percentage of pupils receiving 20 merit certificates: 64% overall; 67% of girls; 61% Boys Percentage of pupils receiving 30 merit certificates: 25% overall; 30% of girls; 23% Boys Percentage of pupils receiving 40 merit certificates: 4% overall; 5% of girls; 2.7% Boys
Reading champions by gender 2017-18	Percentage of pupils becoming Bedenham Reading Champions: 4.45% overall; 61% of girls, 38% of boys
Good learners by gender 2017-18	Percentage of pupils being awarded ‘good learning’ certificates: 27.4% overall; 50% of boys, 50% of girls

Bedenham Staff data:

Information	Evidence and commentary
Gender of workforce as at March 2018	88.9% of our workforce are female and 11.1% are male We have less men within our employment than the average of the total school workforce (national average 75% female, 25% male)
Race distribution of workforce as at March 2018	97% are white British. This is reflective of our local community.
Applications by gender April 2013 - March 2018	91% of applications have been female in 2013/14 financial year 98% of applications have been female in 2014/15 financial year 93% of applications have been female in 2015/16 financial year 93% of applications have been female in 2016/17 financial year 69% of applications have been female in 2017/18 financial year

Shortlisted candidates by gender and ethnicity April 2013 – March 2018	91% female and 9% male in 2013/14 financial year 93% female and 7% male in 2014/15 financial year 96% female and 4% male in 2015/16 financial year 94% female and 6% male in 2016/17 financial year 69% female and 31% male in 2017/18 financial year (Site Asst vacancy 17/18) 95% white British in 2013/14 financial year 98% white British in 2014/15 financial year 96% white British in 2015/16 financial year 95% white British in 2016/17 financial year 89% white British in 2017/18 financial year
Attendance at external training by gender in 2013-18	90% female and 10% male in 2013/14 97% female and 3% male in 2014/15 82% female and 18% male in 2015/16 95% female and 6% male in 2016/17 86% female and 14% male in 2017/18
Leavers by gender 2013-2018	12 staff left in 2013/14, all were female 13 staff left in 2014/15, all were female 4 staff left in 2015/16, 2 were female and 2 were male 11 staff left in 2016/17, 9 female and 2 male 12 staff left in 2017/18, 10 female and 2 male
Sexual orientation	The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.

Holbrook Pupil-related data:

Information	Evidence and commentary
Pupil population 2016-17	51% of the school pupil population are boys
Free school meals 2016-17	24.9% of the school pupil population are entitled to free school meals of which 40% are boys
Pupil premium 2016-17	49.8% of pupils are eligible for pupil premium 45.2% of pupils are FSM or EVER 6 FSM 4.6 %of pupils are Service families or EVER 3 service families
Ethnicity 2016-17	92% of the pupil population are white British
Attendance by gender 2015-16	71.6% of the school population have attendance greater than 95.1% in 2015/16 48.6 of girls and 51.4% of boys
Attendance by FSM 2015-16	53% of pupils entitled to free school meals have attendance greater than 95.1% in 2015/16

<p>Attainment in the Foundation Stage by gender 2015-16</p> <p><i>NB: In Year R 48.1% are girls</i></p>	<p>59% overall achieved a good level of development (indicating pupil achieved at least the expected level in all the prime areas and literacy (reading & writing) and mathematics (43% of boys; 77% of girls)</p> <p>% of pupils achieving the expected level in:</p> <p>Prime areas of learning:</p> <p><i>Communication: 70% overall; 57% of boys; 85% of girls</i></p> <p><i>Physical: 74% overall; 57% of boys; 92% of girls</i></p> <p><i>PSE: 78% overall; 64% of boys; 92% of girls</i></p> <p>Specific areas of learning:</p> <p><i>Reading: 59% overall; 43% of boys; 77% of girls</i></p> <p><i>Writing: 59% overall; 43% of boys; 77% of girls</i></p> <p><i>Mathematics: 67% overall; 50% of boys; 85% of girls</i></p>
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Participation in the school council by ethnicity and gender 2016-17	<p>100% of the school council is White British.</p> <p>44.4% of the school council is male.</p> <p>This is broadly reflective of the school community</p>																	
Participation in residential activities during 2015-16 by gender & FSM	<p>February 2016 – Y4 residential to Hooke Court: 68.6% of Year 4 attended (73.7% of boys; 55.5% of girls; 29.17% of FSM)</p> <p>June 2016 – Y6 residential to Wales: 78.6% of Year 6 attended (45.45% of boys; 54.55% of girls; 27.3% of FSM)</p>																	
Good Learners 2015-16	<p>33% of children achieved a Good Learners award. 48.78% girls and 51.22% boys. 42.7% were pupil premium</p>																	

Reading Certificates 2015-16	47.6% of children achieved a reading certificate. 51.7% girls and 48.3% boys. 40.68% were pupil premium.
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Holbrook Staff data:

Information	Evidence and commentary
Gender of workforce as at February 2017	92.1% of our workforce are female and 7.9% are male We have less men within our employment than the average of the total school workforce (national average 75% female, 25% male)
Race distribution of workforce as at February 2017	97.4% are white British. This is reflective of our local community.
Applications by gender April 2014-February 2017	94% of applications have been female in 2014/15 financial year. 94% of applications have been female in 2015/16 financial year. 92% of applications have been female in 2016/17 financial year. (so far)
Shortlisted candidates by gender and ethnicity April 2014-February 2017	93.5% female and 6.5% male in 2014/15 financial year 94% female and 6% male in 2015/16 financial year 92% female and 8% male in 2016/17 financial year (so far) 96% white British in 2014/15 financial year 97% white British in 2015/16 financial year 99% white British in 2016/17 financial year (so far)
Attendance at external training by gender in 2015-16	Of 31 staff who have attended external training in this last year, 29 were female (93.5%) and 2 male (6.5%). This is representative of the school workforce
Leavers by gender in 2014/15 and 2015/16	16 staff left the school in 2014/15, 16 were female; whilst within 2015/16 11 staff have left, 11 of whom were female. This is within norms and understandable given the gender representation in the workforce.
Sexual orientation	The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.

Federation Information:

Information	Evidence and commentary
Governor representation as at March 2016	21% Male, 79% Female; 100% British White
Volunteers as at March 2016	83% Female, 17% Male; 100% British White This does not reflect the school staff population

Qualitative information:

The school has published various policies on the school's internet site:

<http://www.bedenhamandholbrookfederation.co.uk>

These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

The school also publishes other information relevant to equalities including minutes of governor meetings on the school's internet site.

Date of publication of this appendix: February 2017

Date for review and re-publication: October 2017

Equality Objectives

Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objective for both schools:

To continue to narrow the gender gap in terms of attainment across the school whilst closing the gap in attainment between those eligible for pupil premium and those not

Date of publication: February 2017

Date for review and re-publication: October 2018

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

The Federation Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Success Indicators
All	Continue to publish and promote the Equality Plan through the schools' websites, newsletters and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Heads of School	<p>Staff are familiar with the principles of the Equality policy and use them when planning lessons, creating class room displays</p> <p>Parents are aware of the Equality Plan via the website and newsletters</p>
All	Continue to monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Heads of School/Governing body	Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups
All	Continue to ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Curriculum areas include positive references to role models matching school's diversity in terms of race, gender and disability.	Notable increase in participation and confidence of all children.
All	Continue to ensure that displays in classrooms and books in the reading schemes and library and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Heads of School/SLT/PDL	More diversity reflected in school displays across all year groups
All	Continue to ensure all pupils are given the opportunity to make a positive contribute to the life of the school (e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability.	PDL subject leader School council leaders	School Council reflects school population.

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14 The Federation Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Success Indicators
Race Equality Duty	Continue to identify, respond and report racist incidents as outlined in the policy. Report the figures to the Governing body on a termly basis. Local Authority on a yearly basis. (LA requirements)	The Executive Headteacher/Head of School/Governing body will use the data to assess the impact of the schools' response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Executive Headteacher/Heads of School/Governing body	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body Accessibility leaflet and Code of Conduct for Visitors handed to all visitors who sign in
Disability Equality Duty	Continue to promote all vacancies, including for governors, with leaflets in accessible formats, by involving disabled young people/parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	More applications from disabled candidates for all vacancies including School Governors
Community Cohesion	Continue to celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas	PSHE/RE Assemblies	Members of staff leading on PSHE/RE And SMSC co-ordinator	Increased awareness of different communities shown in PSHE/pupil conferencing

