

Equality Duty 2017-18



The school's generic inclusive practice is well embedded and evidenced within the documentation on the school's website, through a wealth of evidence and documentation and through the daily practice and relationships across the setting.

IQM Flagship School Report February 2017, Tim Ireson.

Bridgewater Primary School

Equalities Duty Information

The public sector Equality Duty 2011 has three aims under the general duty for schools/academies/settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Bridgewater Primary School has considered how well we currently achieve these aims with regards to the eight protected equality groups: race; disability; sex; gender reassignment; age; pregnancy and maternity; religion and belief; sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps. Matrix 1
- Examined how our school engages with the protected groups, identifying where practice could be improved. Matrix 2
- Analysed our effectiveness in terms of equality. Matrix 3

Summary of our equalities evidence Matrix 1

“The school is outward facing and has numerous partnerships, including school links in Europe. These are not just used to enrich the curriculum but as resources for staff to reflect upon and adapt their own effective provision. The school raises the profile of British Values and other aspects of its wellbeing work through theme weeks and diverse displays with headings such as “Friendship is a Sheltering Tree”, “Our Well-being Rainbow”, “Change Your Mindset”, “A Well-being Wheel” and “The World is changed by your example, not your opinion”. IQM Flagship Report February 2017

In relation to **race**, the evidence we hold tells us we have completed the necessary legal obligations, we are secure at identifying, improving and promoting outcomes for this protected group, as evidenced by the IQM 2009 and IQM Flagship Status February 2014, 2015, 2016 and 2017. We are ever vigilant to the effect of domestic and international political change on the well-being of all members of our school community.

In relation to **disability**, the evidence we hold tells us that we are secure at identifying, improving and promoting outcomes for this protected group, our building meets all

regulations and we meet all legal requirements. Our Accessibility Plan is available in the school office, updated annually as the school changes.

In relation to **sex**, the evidence we hold tells us improving. We are aware of any learning gaps between the genders and have actions in place to narrow any gaps. We continually reflect upon attainment and opportunities for both sexes and seek to improve any issues arising.

In relation to **gender reassignment**, the evidence we hold tells us that we would be responsive if the needs arise, but as yet we have no children or adults with gender reassignment that we are aware of.

In relation to **age**, the evidence we hold tells us are secure. We employ staff on suitability grounds, ensuring equal opportunities for all. We welcome members of the community of all ages into our school, and actively seek to engage with members of all age, as evidenced by our range of volunteers and school supporters. This is evidenced within the IQM Flagship Reports.

In relation to **pregnancy and maternity**, the evidence we hold tells us we are secure in supporting those experiencing pregnancy and maternity as evidenced by our secure arrangements within school for Maternity leave, "Keeping in Touch" days, support and through the application of the Flexible Working Policy for return to work.

In relation to **religion and belief**, the evidence we hold tells us we are developing well in this area. Our Changemaker Improvement Team in 2016-17 further embedded the profile of British values alongside SMSC (Spiritual, Moral, Social, and Cultural) within the school. This culminated in a whole school focused week on exploring and celebrating British Values. Please see British Values Statement for more details.

In relation to **sexual orientation**, the evidence we hold shows that we are developing well, are following all legal requirements. We promote equality through the PSHE and SRE curriculum and are pro-active in our work on awareness and through our approach to anti-bullying.

Summary of how we currently engage with protected groups - Matrix 2

"The sense of welcome and of belonging reaches out to enfold all in-comers from the moment you enter the school site. Everyone feels known and significant and no person is excluded from the inclusive climate that is Bridgewater." IQM Flagship Report February 2014.

In relation to **race**, our self-evaluation tells us that we are secure. Community cohesion and active work on upholding the value of mutual respect has a high profile within our school. We track children and put in place actions to narrow any emerging gaps in our protected groups. We support parents through regular appointments and pastoral care when required. We have a zero tolerance to discrimination and racism and hold lessons and activities to develop an appreciation of diversity. This is reflected in displays and British Value Year Group books. We have an effective EAL programme, as evidenced in our data, and seek to improve and advance equality of opportunity.

In relation to **disability**, our self-evaluation tells us that we are secure and we work effectively with both children and parents within this protected group, as evidenced by Ofsted 2009 and the IQM annual assessments, such as providing specialist equipment and seeking advice from outside agencies. We encourage community members, including those who are disabled and requiring wheelchair access to be part of our school activities.

In relation to **sex**, our self-evaluation tells us we are secure as we take opportunities to engage and promote the equality of opportunity in our school, and our ethos of inclusion is evidenced in the IQM Flagship award.

In relation to **gender reassignment**, our self-evaluation tells us that we are not yet engaging with this protected group as we have no known cases of gender reassignment. We would be supportive and seek to promote equal opportunities for any member of our school community seeking gender reassignment, as for any other stakeholders.

In relation to **age**, our self-evaluation tells us that we are secure in promoting equal opportunities and ensuring all stakeholders have all information necessary at each stage, such as for Threshold, Pay and Conditions related to Performance Management and Pensions. Senior leaders, including the Headteacher, have taken part in Safer Recruitment training to ensure equality, as well as safety, for all in the recruitment process.

In relation to **pregnancy and maternity**, our self-evaluation tells us that we are secure in promoting equality by being flexible and supportive in accordance with the policy. We make additional funds available to enable part-time returning members of staff to be able to take part in PPA wherever possible and support returning parents to return to work successfully.

In relation to **religion and belief**, we continue to provide opportunity for SMSC/PSHE experiences in order to raise its profile within the school and local community, and give additional opportunities to promote and engage those within this protected group. We involve the children in a daily assembly, which includes a daily act of worship and we respect the views of all faiths. In the 2017-18 School Development Plan, there is focus given to the whole child through the "Healthy Child" team, as well as promoting global aspects of learning and communication within the school. We value all members of our community and use the curriculum and wider school events to share our fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We actively seek to make links with all members of our local community of all faiths and none.

In relation to **sexual orientation**, our self-evaluation tells us our awareness is secure, for example, our ethos and attitude within school is to value everyone equally and there is zero tolerance of discrimination and inappropriate language and behaviour towards those with an alternative sexual orientation. We support all parents equally, give all equal opportunities to engage and seek to gather and ask on the views of the local community. Support is available and given to same sex parents as appropriate and requested. *"Parents here are valued and part of the journey"*. IQM Flagship Report 2017

Summary of our equality analysis (how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups) –

“There is a restless desire to make sure that each member of this school has the ability to speak out and to make a difference and yet more significantly, to know why. Helping and being helped are unequivocal rights for all members of this community.” IQM Flagship Report February 2014

“Nothing can ever be set in tablets of stone in a school, and here there is a vigilance that ensures a readiness for staff to alter and adapt in the interests of each need that is identified.” IQM Flagship Report February 2016

Matrix 3

In relation to **race**, our judgement is we are **secure**. We recognise that the political changes nationally and internationally in the last two years means that negative influences can sometimes be seen in the wider community. We are determined to be pro-active to ensure that we protect, respect and ensure equity for all our pupils and that this is clearly and unequivocally understood by our pupils, parents and the wider community.

In relation to **disability**, our judgement is we **are secure**.

In relation to **sex**, our judgement is we are **secure**.

In relation to **gender reassignment**, this is **developing** in anticipation of possible future need.

In relation to **age**, our judgement is that we are **secure**.

In relation to **pregnancy and maternity**, our judgement is we are **secure**.

In relation to **religion and belief**, our judgement is that we are **developing**, and although strong we seek to develop this further, through the development of the fundamental British values and ensuring that we meet the statutory duties of the Prevent Duty.

In relation to **sexual orientation**, our judgement is that we are secure.

In all areas we aim to constantly improve and seek additional opportunities to engage with and promote each protected group positively within our setting and our local community. This has been written following consultation with all stakeholders.

The positive language used by all members of staff is consistent. Children’s wellbeing and self-esteem are effectively supported by strategies which have been embedded across all phases and, as a consequence, everyone feels valued. Tim Ireson – Inclusion Quality Mark (IQM) assessment February 2017

“The learning environment is designed to inspire and to value the contribution of each and every member of the school community.”

Dr. Wendy Daley – IQM 2014

“Bridgewater strives to provide inspirational learning and teaching so that every child can achieve their best. It is very much an inclusive school where support is tailor made so every child can achieve, all day, every day in a stimulating learning environment. Aspiration is the norm.” Northamptonshire Pupil Premium Innovative Practice Report Raising Aspirations, Access and Achievement, Dr. Stef Lipinski - November 2014

This Equality Duty will be reviewed annually.

Action plans and reviews below.

Bridgewater Primary School Equalities Objectives & Action Plan September 2017-18

Objective Please give an end date/ timescale to each action (i.e. by.....)	Which protected group(s) will this most affect/ influence	How will we know we have achieved the objective?	Lead and other key people Alison Harvey (Head teacher), FT, LW, ZH, SM, JC, CC ,	Actions Please give an end date/ timescale to each action (i.e. by.....)	Annual Red/ Amber/ Green rating
<p>Children to embed what the school values are and how the impact on the culture of the school.</p> <p>To show these through the PSHE curriculum.</p>	Religion/ Belief/Race / Age	<p>Children able to continue to work on their understanding of what the values are/mean and to discuss confidently with adults and their peers, showing their understanding in the way they appreciate each other and their place as future citizens.</p> <p>As they learn skills from the PSHE curriculum these will be embedded in their behaviour in school.</p>	AH, ZH, SM, NR, FT, all stakeholders and JC, CC – Healthy Child Team leaders	<p>Ongoing through the year – see PSHE Changemaker timeline and action plan.</p> <p>PSHE action plan – September 2017</p> <p>Consistent use of Reflection through class scrapbooks and PSHE – through year.</p>	<p>Amber – The Healthy Child team will continue the work of the Changemaker team in promoting the whole well-being of the child and there will be new initiatives developed this year as outlined in the Action Plan.</p> <p>The PSHE curriculum is underdoing editing to ensure it meets the challenges that children face at the present time.</p>
<p>To implement British values in our everyday school lives and to promote democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	Religion/ Belief/Race	<p>Children will be able to define each value and show these values in school.</p> <p>Children will have opportunities to develop their understanding of British values through the curriculum and wider school activities, such as the School Council,</p>	AH, FT, TK PSHE lead, NR Anti-Bullying Lead, GD RE and Community Lead plus all stakeholders and members of the Healthy Child Improvement Team.	<p>Ongoing through the year- see Subject leader timeline and action plan.</p> <p>See Healthy Child Team ethos, vision and action plan: September 2017</p> <p>Curriculum planning for discrete opportunities:</p>	<p>Green – the understanding of BV has become more embedded and the election year ensured that we could address democracy in a wider sense, as well as within our school community. It is also reflected in the democratic</p>

		Anti-Bullying week, Ambassadors, Bridge Builders and Young Leaders.		termly curriculum planning days and weekly planning. Global Dimensions has been added to curriculum planning, outlining this and identifying examples in subjects throughout the school. Improvement Teams meet every half term.	processes experienced in the election of the School Council. This will continue to be explored in the coming year, with the addition of global links through the Erasmus K2 project.
To participate in community and charity events, following on from last year's activities embedding the celebration of the faiths of all children in the school.	Religion/ Belief/ PHSE	Events to be evaluated and celebrated on the class blog and photo evidence to be collected. RE leader to plan twinning activities and curriculum events between year groups to celebrate and learn about the faiths of the children within the school. Parent/community links will be made to support the children in gaining understanding.	GD, class teachers, stakeholders and local community	See dates on school diary RE and Community leader action plan: September 2017. Blogs updated weekly and evidenced on school website.	Amber for opportunity to embed, but green for process, which is a further development from last year.
To ensure that our school reflects and welcomes those of all generations of our community.	Age	Events are shared consistently with the wider community. A wider range of helpers and volunteers are regularly supporting the children.	All stakeholders – Community lead GD	Analyse visitors and supporters' attendance at community events. See dates on school diary. Continue to source inter-generational projects, such as the knitting and allotment groups: weekly groups. Work with the local	Green – in place but will be continued and widened if opportunities arise.

				residents' group to encourage participation in the school: as per local resident calendar and meeting dates.	
Closing the gap between genders	Sex	<p>When data proves that the gap is closing between girls and boys.</p> <p>This year we are aiming to build on the improvement of girls in maths from 2015 end of KS2 assessments and increase the % of boys in the higher performing group in writing and reading.</p>	<p>Research Team leaders Class teachers, ZH – AHT Maths leader, JB – Reading lead and</p>	<p>Research Teams Assessment grids PPM Lesson Studies – focusing on any gaps Tracking of all children is ONGOING using the new assessment systems developed by Sam Mawer (Assessment leader and AHT)</p>	<p>Amber - 2017 FFT Aspire shows that in reading and writing girls as in the high performing group 2016-17. 2017-18 contextual data and analysis will be used to identify and address gaps in individual classes.</p>
To build on the Anti-Bullying work of each year, to embed empathy and see it reflected throughout each year group.	Religion/ Race/Age	<p>Children continue to feel safe, confident and happy at school as it grows. The sense of community and the right of each individual to be respected is embedded.</p>	<p>AH, FT, NR, Changemaker Team</p>	<p>Child Friendly Anti-Bullying Working Party and Policy in place.</p> <p>ChildLine Assemblies Nov 2017</p> <p>PSHE curriculum revised - ongoing</p> <p>Anti-bullying week and the follow-up and follow through of this throughout the year.</p> <p>Bridge Builders who can support the SEMH of others in the school. (Project with TaMHS) – new cohort Sept 2017</p>	<p>Amber for outcome as assessment systems are changing but Green for process, which is a development from last year.</p>

**Bridgewater Primary School Equalities Objectives
Review of Action Plan 2016-17**

Objective Please give an end date/ timescale to each action (i.e. by.....)	Which protected group(s) will this most affect/ influence	How will we know we have achieved the objective?	Lead and other key people Alison Harvey (Head teacher) Zoe Hall (Leader), FT, GD, JB, CC, JW, SB, NH.	Actions Please give an end date/ timescale to each action (i.e. by.....)	Review September 2017
Children to understand what the school values are and how they impact on the culture of the school. To show these through the PSHE curriculum.	Religion/ Belief/Race/ Age	<p>Children able to understand what the values are/mean and to discuss confidently with adults and their peers, showing their understanding in the way they appreciate each other and their place as a future citizens.</p> <p>As they learn skills from the PSHE curriculum these will be embedded in their behaviour in school.</p>	AH, ZH, SM, NR, FT, TK all stakeholders and CC– Healthy Child Team leader	<p>Ongoing through the year – see PSHE Changemaker timeline and action plan.</p> <p>Consistent use of Reflection through class scrapbooks and PSHE.</p>	<p>See Changemaker completed action plan and minutes from meetings.</p> <p>BV week 16-20 April 2017 took place across the school and the impact is evidenced in Reflective journals and PSHE class books.</p> <p>PSHE curriculum reviewed and new plans started to be written.</p> <p><i>“Such is the extent of the embedded practice that the children themselves comprehend and use terms such as empathy and diversity and they demonstrate a broad range of values with, and for, each other in their learning and play.”</i> Tim Ireson – IQM Report 2017</p>

<p>To implement British values in our everyday school lives and to promote democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>Religion/ Belief/Race</p>	<p>Children will be able to define each value and show these values in school.</p> <p>Children will have opportunities to develop their understanding of British values through the curriculum and wider school activities, such as the School Council, Anti-Bullying week, Ambassadors, Play Leaders.</p>	<p>AH, FT, (RE leader), JW (PSHE) all stakeholders and members of the Change maker Improvement Team.</p>	<p>Ongoing through the year- see SMSC timeline and action plan.</p> <p>See Changemaker Team ethos, vision and action plan.</p> <p>Curriculum planning for discrete opportunities.</p> <p>Global Dimensions added to curriculum planning outlining and identifying this throughout the school.</p>	<p>The understanding of BV has become more embedded and the election year ensured that we could address democracy in a wider sense, as well as within our school community.</p> <p>This will continue to be explored in greater depth in the coming year, with the addition of global links through the Erasmus K2 project – see above 2017-18.</p> <p>Diversity terms used discretely – children understand the terms of empathy and diversity and use them appropriately and in context. <i>“Even children in KS1 use and understand the term “empathy”, whilst a child in KS2 who was questioned about difference within the school community stated, with being prompted, “diversity is good”. These examples demonstrate how well values are embedded within the school. Tim Ireson – IQM Flagship Report 2017</i></p>
<p>To complete the community and charity events on the Changemaker calendar, with a particular focus this year on celebrating the</p>	<p>Religion/ Belief/ PHSE</p>	<p>Events to be evaluated and celebrated on the class blog and photo evidence to be collected.</p> <p>Changemaker team are</p>	<p>AH, CC, JC, FT, KH stakeholders and local community</p>	<p>See dates on school diary and Changemaker timeline</p>	<p>See Changemaker Action Plan – and school diary.</p> <p>The BV week explored the religion of all various faith groups and this</p>

<p>faiths of all children in the school.</p>		<p>planning twinning activities and curriculum events between year groups to celebrate and learn about the faiths of the children within the school.</p> <p>Links will be made to the new kitchen to show the part that food plays within certain celebrations.</p> <p>Parent/community links will be made to support the children in gaining understanding.</p>			<p>work was shared across the school in twinning opportunities.</p> <p>Food indicative or representative of each faith was made and shared within year groups – incorporating the kitchen and chef.</p> <p>Parents responded to a Parent Mail and agreed to come in and share key aspects of their faith.</p> <p>See RE leader and Changemaker Team: CC and NR</p>
<p>To develop a reflection space/area for prayer and contemplation</p>	<p>Religion/ Belief/PHSE</p>	<p>Children will be aware of and access the reflection space when needed. Children will understand how to use the space and be respectful of others using it.</p>	<p>AH, FT, SJ</p>	<p>October 2015 – area was set up, fully functioning and being used for children. This year its scope as “The Bridge” and the different ways it can be used will be further developed.</p>	<p>During this year the Bridge has been embedded and a quiet area provided; this is a quiet space in which children can reflect or pray. There has been a change in rooms towards the end of the school year, to accommodate the ASC and so this change will be monitored as the use of the space changes at the beginning and end of the day.</p>
<p>To ensure that our school reflects and welcomes those of all generations of our community.</p>	<p>Age</p>	<p>Events are shared consistently with the wider community. A wider range of helpers and volunteers are regularly supporting the</p>	<p>All stakeholders</p>	<p>See dates on school diary. Analyse visitors and supporters’ attendance at community events.</p>	<p>This year the school has welcomed a group of Inter-generational visitors, who set up a knitting club with the children.</p>

		children.			<p>School attends the Local Residents Group – who have in turn raised money to support the school, opening communication between the children and their members.</p> <p>Reading volunteers reflect varying generations.</p> <p>Volunteers have increased in number and now reflect a wider cross-section of our local community, as well as parent-volunteers.</p> <p>See Community Lead for analysis.</p>
Closing the gap between genders	Sex	<p>When data proves that the gap is closing between girls and boys.</p> <p>This year we are aiming to build on the improvement of girls in maths from 2016 end of KS2 assessments.</p>	Achievement Team leaders Class teachers STEAM Team, ZH - AHT	<p>Achievement Teams</p> <p>Assessment grids</p> <p>PPM</p> <p>Lesson Studies – focusing on any gaps</p> <p>Tracking of all children is ongoing using the new assessment systems developed by Sam Mawer (Assessment leader and AHT)</p>	<p>2016 unverified SATS data indicated that in KS2 Maths:</p> <p>Boys (36 in total) EXS 32 of 36 — met or exceeded the expected standard =89%</p> <p>Girls (24 in total) 21 of 24 met or exceeded the expected standard = 88%</p> <p>Gap is 1% - difference is diminishing.</p>
To build on the Anti-Bullying work of each year, to embed empathy and see it reflected throughout each year group.	Religion/ Race/Age	Children continue to feel safe, confident and happy at school as it grows. The sense of community and the right of each individual to be respected is embedded.	AH, FT, NR, Changemaker Team	<p>Child Friendly Anti-Bullying Working Party and Policy</p> <p>ChildLine</p> <p>PSHE curriculum</p> <p>Anti-bullying week and the follow-up and follow through of this throughout the year.</p>	<p>The pupil working party wrote a child-friendly version of the Anti-Bullying Policy which is displayed in each classroom.</p> <p>ChildLine visited the school and provided workshops for Y5 and Y6.</p>

				<p>Bridge Builders who can support the SEMH of others in the school. (Project with TaMHS)</p>	<p>Simon Aston, e-safety officer for NCC, visited providing support with online safety to children, staff and parents. Online behaviour was discussed and actions to keep safe shared with all stakeholders.</p> <p>Empathy and diversity are terms which children use throughout the year in context.</p> <p>Diversity display included the thoughts and reflections of all children in the school at that time towards diversity.</p> <p>Bridge Builders has been started with its first Y6 cohort and this year will continue to build upon the successes of the first year.</p>
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Appendices

Matrix 1 - Equalities information already held

Protected Characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Reporting arrangements in place to eliminate and report unlawful discrimination in line with LA policy.</p> <p>PSHE curriculum/SMSC</p> <p>Promoting British values – respect for all</p> <p>The Prevent Duty in place – safety for all</p> <p>Work/displays</p> <p>Discrete lessons and parent mail on zero tolerance to racism.</p> <p>A variety of cultures celebrated through using a wide range of resources such as figures from different races; dressing up clothes; assemblies; reading schemes represent different cultures;</p>	<p>EAL policy</p> <p>Tracking groups to ensure progress at Pupil Progress meetings and through assessment grids/APS</p> <p>Supporting families through pastoral care, information evenings, regular communication, using other pupils fluent in English and second language to build positive relationships with children newly-arrived or newly- English speakers.</p>	<p>Assemblies</p> <p>PSHE lessons</p> <p>SMSC opportunities</p> <p>Circle times</p> <p>Positive role models; such as those in posters, books.</p> <p>Encouraging sharing between family groups;</p> <p>Sharing resources & knowledge; inviting people from different cultures</p> <p>Prevent Duty</p> <p>Safeguarding procedures</p> <p>Reflective journals and activities</p> <p>Celebration of festivals</p>
Disability	<p>Disability- equality duty</p> <p>Liaison with outside agencies to support all pupils' access to the curriculum</p> <p>Inclusion Quality Mark;</p> <p>Physical building, such as access slopes, toilets, medical plans, disabled parking, dropped kerbs, power assisted doors, wide exit doors including for the new build.</p> <p>Accessibility Plan – updated annually whilst school is growing</p>	<p>Staff training</p> <p>Staff and pupil awareness</p> <p>Use of external agencies to promote access to the curriculum</p> <p>Ensure all children have opportunity to take part in activities and adjust them as necessary to ensure this, thus promoting inclusion</p>	<p>Visitors from the community with disabilities</p> <p>Celebrating differences and achievements for all</p> <p>Assemblies with members of the community with disabilities</p> <p>Inspirational role models visiting, such as a Para tri-athlete.</p> <p>Work with outside agencies such as PT/OT to ensure equipment and access for children with PD</p> <p>IQM Reports from 2010-17</p>
Sex	<p>IQM; renewed February 2017 Flagship Criteria</p> <p>Attainment data, looking at the attainment of boys and girls and action plans to address any gaps</p> <p>Attendance analysis;</p>	<p>Planned activities of interest to both sexes;</p> <p>Inclusive improvement opportunities;</p> <p>Inclusive sports opportunities</p> <p>Planned programme of role</p>	<p>Shared sports</p> <p>Extra-curricular activities aimed at all</p> <p>Community visitors both male and female</p> <p>Celebrating opportunities and achievements for all</p>

	<p>Safe recruitment policy;</p> <p>Analysis of resources – both genders represented and complemented by gender neutral toys.</p> <p>SRE curriculum</p> <p>Support equal rights and to reduce stereotypes of boy/girl from EY onwards</p> <p>Aware of early sexualisation and reduce it, i.e.: dress code etc.</p>	<p>models in literature, theme etc</p> <p>Parents' views collected by governors asking constructive questions;</p> <p>PSHE</p> <p>Planned programme of role models on staff team</p> <p>Safeguarding – recognition of signs and impact of DV in all sex variation groups.</p>	<p>Celebration Blog</p> <p>Value System</p>
Gender Reassignment	<p>Not applicable at current time of publication</p>	<p>Not applicable at current time of publication but we would research, gather views, get expert advice and ensure equality of opportunity</p>	<p>Deal with on a case by case basis;</p> <p>Offer professional support or help signpost to suitable professional agencies</p> <p>Provide opportunity to participate in the school community</p> <p>Provide pastoral care/ nurture support to child and family</p>
Pregnancy and Maternity	<p>Flexible time off for antenatal appointments, etc; re-training on return to work;</p> <p>Continuity of care & teaching of pupils before & during maternity leave;</p> <p>Adjustment to hours of work to current needs with agreement such as part time using the Flexible Working Policy.</p> <p>Fulfilling all obligations for maternity/ paternity leave/medical and maternity appointments;</p> <p>Choice of return date(s);</p> <p>Keeping in touch days offered;</p> <p>Provision of childcare facilities for visitors (feeding, changing, etc)</p> <p>Care taken to ensure physical safety from children with possible physical responses.</p> <p>Care taken to ensure any infectious diseases that are harmful in pregnancy are communicated with pregnant staff whenever it is known.</p>	<p>Maternity policy</p> <p>Flexible Working Policy</p> <p>Return to work policy</p> <p>Overlap/ catch up with "KIT" days</p>	<p>Opportunities for new parents to bring their child/ren in to visit;</p> <p>Invite staff to functions & productions;</p> <p>Keeping in touch (KIT) days</p> <p>New parents bring in their babies to support creative curriculum i.e.: EY looking after each other</p>

<p>Age</p>	<p>No mention of age on application forms or at interview;</p> <p>Awareness of statutory school starting age No ceiling put on children's learning due to age – challenge through differentiation</p>	<p>Recruitment policy</p> <p>Clubs open to all ages as appropriate</p>	<p>Invite visitors of all ages, such as readers and knitters as part of Inter-generational project</p> <p>Nursery visit the school and take part in EY school productions</p> <p>Provide crèche facilities at TLCs</p> <p>Choir sings at Care Home for the elderly</p> <p>Community involvement with</p>
<p>Religion and Belief</p>	<p>RE policy and curriculum</p> <p>Collective Worship policy</p> <p>Inclusion policy</p> <p>Celebrate a range of religious festivals and cultures</p> <p>Welcome feedback from visitors after productions and assemblies i.e. Easter and Christmas</p> <p>Local church leaders support religion and belief through termly activities</p> <p>Take part in festivals such as Divali, Easter etc</p> <p>Healthy Schools; Food Policy;</p> <p>photographic evidence of engagement;</p> <p>School prospectus;</p> <p>Mission/ vision statement;</p> <p>SEF</p> <p>Hate incidents linked to culture/religious aspects</p> <p>SMSC and reflective journals</p> <p>PSHE Curriculum</p> <p>Prevent Duty</p>	<p>Involvement with local faith groups;</p> <p>Quality provision for children unable to participate in certain activities (Xmas, Easter, etc);</p> <p>RE curriculum and leader aware of the new curriculum and mapping out how it will be used at BPS to promote understanding and respect for all faiths, including Christianity.</p> <p>Promote appreciation of different cultures and festivals</p>	<p>Awareness of fasting (during Ramadan); quiet provision at lunch can be arranged</p> <p>Visits to a range of places of worship;</p> <p>Celebrating religious festivals;</p> <p>Visitors from other faiths to share experiences;</p> <p>Ensuring through PSHE and assemblies that children are aware of other cultures, beliefs, conflicts and resolutions;</p> <p>Prayers and hymns are part of assemblies;</p> <p>Parent consultation has taken place about the broadly Christian worship at assembly times;</p> <p>Training and awareness of the Prevent Duty where it applies to religion/belief issues.</p>
<p>Sexual Orientation</p>	<p>PSHE; SRE strand</p> <p>Hate incidents & what put in place</p> <p>Use of acceptable language, not tolerating the use of the word gay as a term of abuse</p> <p>Anti-homophobic lessons</p>	<p>Awareness/Support children whose parents are in a same sex relationship</p> <p>Positive role models</p> <p>PSHE children aware that families are different but all special</p> <p>Circle time</p>	<p>Same support for all parents and children regardless of orientation</p> <p>SRE parents eve - awareness of course content;</p> <p>Varied literature (books/DVD)</p> <p>Anti-homophobic lessons</p>

Matrix 2 - Current engagement with protected groups

Protected Characteristics	Aims of the general duty		
	How have we engaged with the protected groups to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	<p>The attainment and progress of all protected groups analysed through Insight, Contextual data and Pupil Progress meetings</p> <p>Support parents that are non-English speaking and other parents with same first language so they have the same information and accessibility</p> <p>Analyse staff profile;</p> <p>Seek views of stakeholders via questionnaires.</p> <p>Support those who are new to English at school through carefully differentiated curriculum, assessment and tracking</p> <p>Equality statement on job applications and descriptions</p>	<p>Variety of Cultural activities throughout Creative curriculum themes</p> <p>EAL resources available such as talking books; dual language books;</p> <p>EAL intervention groups for Speaking and Listening Activities</p> <p>Pastoral support available</p> <p>Community cohesion – Erasmus K2 project with 4 international schools</p> <p>All children involved in blogs/ website</p>	<p>Visitors from different cultural and national backgrounds;</p> <p>Community cohesion policy and practice</p> <p>Website/School blogs encourages participation from local and global community</p> <p>Community events at key times of the year</p> <p>Healthy Child Improvement Team</p> <p>Respect and tolerance built in throughout the year via PSHE and British Values</p>
Disability	<p>Analyse staff profile;</p> <p>Provision for children with wheelchairs, etc, adaptations made to curriculum and extra curricular activities to ensure all can participate</p> <p>Engagement with outside professionals, to ensure correct practice and equipment within school.</p> <p>Medical Policy</p>	<p>SENCo/Inclusion Team supports planning and adjustments to curriculum</p> <p>LSA s and TA s have opportunity for CCD to support children</p> <p>Training given on specific medical and disability issues such as occupational therapy, physiotherapy, giving insulin etc.</p> <p>Gather views, advice and support from areas of expertise (physical difficulties team, autism support team, etc);</p> <p>Parent Support Worker available for children and parents</p> <p>Access arrangements in Y6</p> <p>Learning provision throughout school</p>	<p>Enlarged print on request</p> <p>Disabled access such as ramp access; disabled toilets, parking bays, dropped kerbs, wide doors and push-button access.</p> <p>Awareness of adaptations for facilities for people with hearing, sight, mobility disability</p> <p>Accessibility Plan</p> <p>Adjustments/ support available</p>

Sex	<p>Termly tracking of gender groups within individual classes, years, key stages and as a whole school</p> <p>Analysis of any trends Action plans in place to narrow gaps through core subjects and Pupil Progress meetings</p> <p>Uptake of girls/boys extracurricular activities monitored</p>	<p>Opportunities for both sexes to participate in extra-curricular activities (e.g. girls in football club, etc);</p> <p>Support given for developing strengths and narrowing the gaps such as PD in EYFS of boys; boys writing and reading at end of KS2 (FFT Aspire 2017); overall emphasis on Challenge for all within action plans</p> <p>Promoting non-stereotypical roles in all areas of the school community such as staff, within the creative connected curriculum, extra-curricular activities</p> <p>Introduction of kinetic letters – core strength for children of both genders to enable more confident, accurate and comfortable handwriting – the development of automatic skills.</p>	<p>Awareness of Equal opportunities for both sexes</p> <p>Welcoming and promoting community guests from both sexes</p>
Gender Reassignment	N/A at this time	N/A at this time	N/A at this time
Pregnancy and Maternity	<p>Honouring appointments</p> <p>Keeping in touch days</p> <p>Part time requests</p> <p>Induction programme</p> <p>Flexible working policy</p>	<p>Discussion with all parties looking for positive outcomes, discuss all possibilities</p> <p>Promote awareness of policies for example, KIT days</p>	<p>Open discussion</p> <p>Awareness and support</p>
Age	Support of unlawful age discrimination promoted in all adverts;	<p>Preparation for retirement;</p> <p>Pension information for all</p>	<p>Intergenerational programme in place to benefit both community and pupils</p> <p>Positive role models</p>
Religion and Belief	<p>Awareness of a need for some pupils to withdraw due to religion/belief (e.g. Jehovah's Witnesses at Christmas)</p> <p>Explain in RE why some people do not attend collective worship</p> <p>Support acceptance for all types of belief and non-belief</p> <p>Circle time</p> <p>School assemblies</p> <p>Celebrate the achievements of influential people includes those of faith and non-faith.</p>	<p>Pupils visit different places of worship</p> <p>Awareness of religious dietary needs</p> <p>Catering arrangements meet dietary needs of all</p> <p>Activities involving the preparation and tasting of food inclusive for all – allergies accommodated by school kitchen and CTs</p>	<p>Awareness of religious dietary needs; catering arrangements acceptable to all</p> <p>Provide facility for people of different faiths to celebrate religious festivals; multicultural resources</p> <p>People of other faiths visit school</p>

Sexual Orientation	Assemblies about verbal/physical bullying Anti-bullying policy and week supporting the rights of all children and family groups Circle time; PSHE curriculum Staff choice of disclosure; including same sex relationships Awareness and acceptance of different ways of describing family units; same sex titles (Mr & Mr)	Involvement in bullying policy production; Children's viewpoints included via the School Council The Anti-Bullying policy and monitoring systems Use of pastoral support for children & parents	Bullying policy available Invite meetings between affected parties Seek solution and resolution to any issues pro-actively Equal access to school and community events held at school and rights promoted
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Matrix 3 - your setting's effectiveness in promoting each of the three aims

Protected Characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advancing equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	Secure – IQM 2010 and 2015/16/17 reflects this	Secure – we remain aware of any gaps in attainment and achievement between groups such as Non- white British against cohort. Use EY baseline data to advance equality of opportunity from entry into school onwards.	Secure School Website shows evidence of engagement globally Erasmus K2 project School stakeholders promote engagement with protected group in the community and globally. <i>"Nothing can ever be in tablets of stone in a school, and here there is a vigilance that ensures a readiness for staff to alter and adapt in the interests of each need that is identified."</i> IQM 2016. Intervention and actions are robust when others do not share our commitment to equity.
Disability	Secure – all efforts made to be inclusive including additional specialist training to ensure children are able to access all areas of the curriculum and remain in school full time. Accessibility Plan in place.	Secure – IQM reflects 2014 reflects the use of opportunities for all. <i>"The cycle of review, reflection and analysis of interventions ensures clarity and pertinence of all action - tracking is thorough and informative."</i> Specialist and advice sought regularly sought and equipment sourced to support pupils' full	Secure Parents views sought and welcomed IQM report reflects parental satisfaction: <i>"Parents who spoke with the assessor were glowing in their praise for the school's work."</i> IQM Report 2017 Building accessible for all

		potential to achieve in school	
Sex	On-going - Tracking and flexibly reacting to any gender data trends e.g. addressing girls' achievement and self-esteem in maths in boy heavy year groups.	Ongoing Teachers being supported by SLT to address issues and Achievement Teams are focused on finding solutions. Resources directed to areas of need. This is on-going as data is constantly being revised and actions put in place to ensure there are no gaps emerging between male/female achievement and if identified rigorous action is put in place to address this.	Secure – within local community all sexes equally supported and provided for
Gender Reassignment	Not currently applicable	Not currently applicable	Not currently applicable - would need to be aware of any community members with gender reassignment
Pregnancy and Maternity	Secure – flexible working arrangements in place for those returning from maternity leave as far as possible in line with the needs of the school	Secure – developed well due to large number of maternity leave taken in recent years Additional funding given to allow over-lap time between colleagues to ensure consistency and continuity between part-time positions	Secure All members of the community valued and welcomed.
Age	Secure - staff employed on basis of suitability for the role regardless of age	Secure	Developing – intergenerational project in place, looking to support other similar community based projects and links. Encourage parents, grandparents, wider community into school. Links with local residents group. Local residents invited into concerts and for events.
Religion and Belief	Secure on discrimination	Secure –SMSC opportunities within school are available in every year group and regular reflection takes place in Reflective Journals for the class. 2016-17 these evidenced the range of activities for British Values.	Improving – we are auditing the PSHE curriculum and enriching the RE curriculum in order to ensure that it reflects the diversity of the school, British Values and the Prevent Agenda – implemented and embedding sustainability over time.
Sexual Orientation	Developing Awareness of this in SRE curriculum and ethos of the school	Secure – ensuring appropriate language is used and attitudes shown to others within the protected characteristic are positive and fair Anti-Bullying Accreditation achieved.	Secure - parents, local community views gathered. Equal opportunities for same sex families. Support given to same sex parents as appropriate and requested

Matrix 4 - Equality Objectives reflected in Action Plan

Protected Characteristics	Aims of the general duty		
	Eliminate unlawful discrimination, harassment and victimisation	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
Race	Embed the BV and continue to be robust in our determination for respect, tolerance and equity.	Promote equal achievement for all groups. Anti-Bullying Child Working Party to reflect on policy and practice.	Embed British Values throughout the curriculum. The Prevent Agenda in place.
Disability		Promote and celebrate differences, encourage PSHE and assemblies that focus on achievements for children with physical/ learning disabilities	
Sex		See SDP for narrowing gaps plus achievement team meeting minutes, Pupil Progress meetings.	
Gender Reassignment	N/A	N/A	N/A
Pregnancy and Maternity			
Age		To ensure the school continues to welcome a wide variety of the local community and family members into school.	
Religion and Belief	Embed the BV and continue to be robust in our determination for tolerance and equity.	SMSC issues and profile will be strengthened within the curriculum and assemblies. Prevent Duty British Values promote equality and respect for all. See the separate updated document on our website. Anti-Bullying Child Working Party.	Continue to develop the sustainability of BVs and PSHE. Links between this and the RE curriculum.
Sexual Orientation	Ensure that all staff, pupils and stakeholders have equal consideration, respect and rights.	Anti-homophobic lessons for UKS2 – Anti-bullying strategy – the use of language to be considered at all times. Zero-tolerance to offensive sayings and language.	Consideration and respect for all regardless of sexual orientation from all stakeholders. Ensure children have an understanding and respect for diversity.

“The children here are so very proud of their school. They know that they are valued and they learn to give value to others.”

IQM Flagship Report February 2016