

# **Broomhill First School**

## **Published Equality Information and Objectives (September 2018)**

This is our school's published information about our context and school population. We have published details of what we know we do well to promote equality of opportunity. At the end of this document we have set ourselves two objectives which reflect the greatest equality challenges we recognise and need to address.

**The school has data on its composition broken down by year group, ethnicity, first language and gender.**

- We currently have a Nursery class, a Reception class, a Year 1 class, a Year 2 class and a Key Stage 2 class (Year 3 and Year 4).
- All of the teaching and learning is developed to focus on the needs of all pupils and to mitigate the effects of any disadvantages or vulnerabilities on learning, in order to offer equality of opportunity to all.
- 3.6% of our current cohort of pupils represent minority ethnic groups and 2.6% of our children speak English as an additional language.
- In our main school, 53% of children are girls and 47% of children are boys.
- Progress of children who are eligible for Pupil Premium (currently 19% of pupils in main school) is closely monitored and we report on the progress of this group in order to demonstrate the effect the funding has on closing gaps in attainment.
- Our uniform list is gender-neutral.

**The school maintains data about the proportion of children with additional needs and disabilities.**

- The school has clear protocols and targeted provision to support the pupils who are on the SEND register (currently 24% of pupils in main school).
- The school is an accessible building with ramps and wheelchair accessible routes.
- The school promotes positive attitudes towards disabilities.

**The school uses data to:**

- Set targets and objectives for specific groups where any discrepancy in outcomes has been noted
- put in place strategies designed to close the gap for children eligible for Pupil Premium. Although financial hardship is not a protected characteristic, it remains a high profile area of inequality for schools to address. A governor holds senior leaders to account for this measure of success in promoting equality of opportunity.

### **Documentation**

- Our school has an Equality Policy, Accessibility Plan, SEND Policy and SEND Information Report published on the school website.
- Equality of opportunity is embedded within our published vision and aims.

### **Staffing**

Equal opportunities practice is evident in the recruitment of staff.

## **Behaviour and Safety**

- We ensure that every pupil who attends the school feels safe to learn.
- We arrange workshops from external providers such as Show Racism the Red Card.
- We record and tackle instances of discriminatory language or bullying.
- All staff have completed online Prevent training and the headteacher has attended a Workshop to Raise Awareness of Prevent.

## **Curriculum**

- The curriculum provision reflects the needs of specific groups of pupils. We have additional and targeted provision which changes along with need.
- The curriculum covers issues such as tackling prejudice, promoting community cohesion and understanding and respecting differences.
- There are opportunities throughout the curriculum to promote the spiritual, moral, social and cultural development of all pupils, including learning about British values.

## **Consultation and involvement**

Parents and children are encouraged to give their views on the school and its policies, including ideas for improvement, through a range of opportunities, including parent questionnaires, children surveys, pupil voice discussions, School Council and an 'open door' policy.

## **Objectives**

Objective 1: To use a range of appropriate resources as part of class and whole school activities (including participating in anti-bullying week) to develop children's understanding of equality and the importance of valuing diversity.

Expected evidence of impact

- an atmosphere of tolerance and mutual respect
- children use their understanding to promote equality and fairness within the school environment
- children are able to articulate their understanding and relate it to the broader context of the UK and beyond.

Objective 2: To ensure that pupil voice activities include the views and ideas of all groups of children within our school.

Expected evidence of impact

- all groups represented on School Council
- additional activities undertaken to ensure that all groups of children are provided with appropriate opportunities to give their views and ideas
- equality of participation in after school/extra-curricular activities
- confidence of staff and governors that equality of opportunity is embedded within school life.