

INTRODUCTION EQUALITY STATEMENT

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

Publish equality information – to demonstrate compliance with the general duty across its functions

We will not publish any information that can specifically identify any individual child or adult

Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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

Core Statements:

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

Our Ethos/mission

Beaufort is a School where individuals are valued for themselves and where all are expected to give of their best.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head Teacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Other Stakeholders and Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on the school website

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit alongside our overall school development plan and therefore will be reviewed as part of this process.

Date Approved: September 2018

Date to be reviewed: September 2021

WELCOME TO BEAUFORT SCHOOL

Beaufort School have used the following process to assist us in identifying some of the barriers to our pupils in accessing **education provision**.

STAGE 1: UNDERSTANDING OUR SCHOOL COMMUNITY – PUPILS

What is the school profile?

- How many children are on roll at the school? 66
- What information on pupils is collected by protected characteristics? Ethnicity, primary need, gender, religion, belief and medical needs

Using the SIMs data the following information was available:

Ethnic Categories							
White British	15	White & Black Caribbean	1	Indian	2	Any Other Black Background	0
Irish	0	White & Asian	0	Pakistani	29	Refugee	0
Any other white background	0	White & Black African	2	Bangladeshi	4	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	1	Any other Asian background	1	Any Other Ethnic Group	0
Gypsy/Roma	1	Chinese	0	Black Caribbean	1	Information Refused	0
White European	0	Any other Chinese background	0	Black African	2	Information Not Obtained	0

Disability Categories Listed by 'primary need' of pupil					
Not Collected	0	Needs Medication	0	Other Disability / Health Problem	18
No disability	0	Problems with Incontinence	0	Moderate Learning Difficulty	0
Problems with Mobility	0	Problems with Communication	0	Severe Learning Difficulty	25
Problems with Hand Function	0	Problems with Hearing	0	Behaviour, Emotional, Social	2
Problems with Personal Care	0	Problems with Vision	2		
Problems with Eating and Drinking	0	Problems with ASD / Asperger's	21		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need		
School Action		
School Action Plus		
Statemented / EHC	100%	66

Gender	
Girls	25
Boys	41

Religion & Belief					
Anglican	0	Church of England	0	Sikh	0
Baptist	0	Hindu	0	No Religion	5
Buddhist	0	Jewish	0	Other Religion	0
Catholic	0	Methodist	0	Unknown	31
Christian	5	Muslim	23		

No Information was available on the protected characteristics of:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor. Information of this nature would be recorded, in the first instance, on ongoing notes on share point for each child.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT). The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected. Information of this nature would be recorded, in the first instance, on ongoing notes on share point for each child.

STAGE 2: UNDERSTANDING THE INFORMATION GATHERED

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Exclusions
- Prejudice related incidents

Admissions

We are aware that we are not representative of our local community because all our pupils have an Education, Health and Care plan and most (85%) are transported to us. It is not possible for us to determine the protected characteristics of our pupils, therefore an equality objective for admissions has little value.

Attainment

Equality Objective: To also analyse the data for individual pupils rather than only looking for trends within protected characteristics.

Why: When our data is analysed in terms of gender and ethnicity it does not reveal any gaps in attainment.

How: Staff analyse data within their area and any pupils who have not made expected levels of progress are highlighted to class teachers. This enables specific strategies to be put in place and outside agencies to be contacted if necessary.

Outcome: All possible avenues are explored to ensure that each pupil is achieving their potential.

Attendance

Equality Objective: To explore and understand the reasons for the absence and the support that can be given to individual pupils and their parents to begin to improve attendance rates.

Why: The school attendance figures show that no particular group of pupils on roll are more likely to be absent than any other. There is a 32% of pupils who have medical needs (Peg fed or take medication) and may be absent from school due to a medical reason which can also include attending appointments. Therefore, figures are analysed on an individual basis.

How: Head teacher and AR to monitor requests for term-time absence and to liaise with families to explain the impact on the child's education. AR to continue to monitor all absence data in order to identify any families who need additional support or action to be taken.

Outcome: To reduce the number of parents requesting term-time absence for their children. To improve the attendance figures for identified children. We will of course continue to apply a reasonable adjustment taking into account the needs of some children with disabilities to attend medical appointments.

Exclusions

Exclusions are reported to the governors and Local Authority and are analysed as part of the behaviour data. There have been no exclusions in the last 5 years.

Equality Objective: To continue to analyse behaviour data looking at the 'primary need' groupings of our pupils

- Why:** By analysing our behaviour data according to 'primary need' we can put effective preventative strategies in place. Historically, our data has shown that pupils with Autism have a higher involvement in behaviour incidents during the day, and we want to be aware of any other trends that may occur.
- How:** We have put extra staff including Teaching Assistants in place and additional appropriate resources. We record behaviour incidents taking into account the protected characteristics of gender, race and sexual identity. We have BMS's in place for some pupils.
- Outcome:** The number of recorded incidents has reduced. We will be able to respond appropriately to behaviour incidents within identified 'need' groupings.

Prejudice Related Incidents

When Prejudice Related Incidents are analysed no trend is evident.

Equality Objective: To raise awareness amongst staff that incidents regarding sexual orientation and/or gender should be recorded in the same way as racial incidents.

Why: Many of our pupils are not really aware of the meaning of derogatory language such as 'gay' and how this relates to same sex couples. When incidents occur, pupils may need further teaching

How: The format of our incident reporting sheet allows the recording of 'Prejudice Related Incidents'. These incidents are monitored by senior leadership. We will continue to purchase books and other materials when necessary which show different family make-ups for use by class teachers when appropriate.

Outcome: Where appropriate, children will become more aware of the meaning and impact of their words.

Our data did not identify any areas of concern in relation to religion or belief or to age. However, we have decided to include actions in these areas as noted below:

We will continue to deliver a Religious Education syllabus and, when appropriate, visit different places of worship as part of our school curriculum activities. We will also continue to celebrate different religious and secular festivals throughout the year.

We will continue to provide opportunities for our younger and older age groups to work and play together. This will provide both Beaufort and Colebourne groups with the opportunity to get to know each other whilst also learning new skills. The buddy system between both schools continues to work well as well as lower and upper school working together.

Additional Objectives:

We will continue to use disclosure letters to enable staff to update their personal information regarding disability. Parents may disclose information of this nature to our senior learning mentor. We will respond to any information provided and the possible need to make reasonable adjustments.

March 2018-
51 letters were distributed to all staff and governors.
34 replies received – no disclosures 9 - disclosures 25
Of the disclosures – no reasonable adjustments needed -20 - reasonable adjustments in place – 7 - to follow up (on return to work or after medical procedures) - 6

We will continue to seek the views of all stakeholders regarding our accessibility and equality.

We will aim to update all staff in summer 2018 on the issues contained in this document and subsequently every 2 years.

We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives for Beaufort school are contained within the school development plan and are monitored by the governing body.

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To maintain a more diverse workforce

Why: We recognise that it is important to have a workforce that represents the community we serve

How: We already know some details of the staff we employ. Where we identify an under-represented group we will endeavour to attract staff using appropriate medium, when we next recruit. When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, sift, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent the community we serve.

Equality Objective: Ensure we maintain a professional workforce.

Why: We want all staff to feel valued and be able to realise their full potential.

How: We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting. We will measure the success of this by discussing these issues during performance management interviews.

Outcome: A professional workforce that feels valued and that they have been given every opportunity to develop their professionalism.