



Equality Statement 2021

Our Commitment to Equality

Bankwood Community Primary School is committed to ensuring equality of opportunity in line with the Equality Act 2010. We want to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our students, our workforce and the community in which we work.

We will comply with the Public Sector Equality Duty giving due regard to that duty when making decisions, taking actions, and developing policies. By placing an equality perspective in all of our policies and practices, we recognise that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours. This enables us to address the issues in creating an inclusive whole school environment.

The Equality Act

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The Equality Act covers all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Every person has one or more of the protected characteristics; therefore, the Act protects everyone against unfair treatment.

The Equality Act makes it unlawful to treat someone differently, either through direct or indirect discrimination, harassment, and victimisation or by failing to make a reasonable adjustment for a disabled person.

Our Public Sector Equality Duty

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation
- (b) advance equality of opportunity; and
- (c) foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years time.

Equality in Teaching and learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive information on the Equality Act as part of their induction, and all staff receive refresher information every September as part of staff continuing professional development. The Inclusion Manager is the designated member of staff for monitoring equality issues – equality is a standing agenda item for governor challenge by the community sub-committee.

Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups.

The school gains the views of all stakeholders into account when making decisions. Consultation processes include parent and pupil questionnaires, staff views through 1:1s and appraisals and at meetings of the governing body.

Equalities Information

We aim to set an example as an equal opportunities employer. We strive to make sure that our workplace is attractive to people from all backgrounds. A diverse and representative workforce enables us to deliver our school vision and values.

Workforce breakdown (workforce census)

	2019-20		2020-21		2021-22	
	Number	Percentage	Number	Percentage	Number	Percentage
Whole Workforce	47		43			
BAME	2	4%	2	5%		
Women	36	77%	33	77%		
Disabled	0	0	0	0		

Table shows the percentage of employees paid through payroll who have declared their ethnicity, disability status and sexual orientation.

The age profile of our workforce is spread across all groups from 20-29 to 60+.

We currently have no members of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability.

School context (IDSR June 2021)

		2018	2019	2020	2021	Quintile
Number on roll	School	399	417	417	423	
	National	281	282	281		
% Pupil Premium	School	80	80	75	74	5
	National	24	23	23		
% SEND support	School	32.2	27.8	24.7	43	5
	National	12.4	12.6	12.8		
% SEND EHC plan	School	0.8	1.4	1.0		2
	National	1.4	1.6	1.8		
% EAL	School	32	29	30		5
	National	21	21	21		
% Stability	School	70	69	61		1
	National	86	86	81		

Bankwood has 14 out of 17 possible ethnic groups. Those with 5% or more are:

- 50%: White – British
- 17%: Black or Black British – African

- 7%: Mixed – White and Black Caribbean
- 7%: Asian or Asian British – any other Asian background

The school location deprivation indicator was in quintile 5 (most deprived) of all schools.

The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Equalities Objectives 2021-2025

Our equalities objectives have been reviewed in response to the negative impact of school closures on the equality of opportunities for our most vulnerable learners.

Objective 1: Ensure all children, including disadvantaged learners and those with an identified SEND gain the knowledge and skills they need to prepare them for the next stage of education.

We will be looking in particular at the ensuring provision of an ambitious curriculum for all, that closes the attainment gap for disadvantaged pupils and is fully inclusive for children with SEND. A curriculum that promotes not only academic excellence but also ensures that all children are equipped with the skills to prepare them for the next stage in education.

Objective 2: Improve pupil attendance, particularly for disadvantaged pupils so that all pupils have high attendance, come to school on time and are punctual to lessons.

Statistics show that persistent absentees are less likely to achieve their full potential and can affect achievement at school and future prospects. The covid-19 pandemic has had a further negative impact on attendance with more families falling into the persistent absence category.

Overall absence in Autumn 2020 was 5.9% and in the highest 20% of all schools. (IDSR)

Persistent absence in Autumn 2020 was 15.3% and in the highest 20% of all schools. (IDSR)

The rate of overall absence (5.9%) in Autumn 2020 was in the highest 20% of schools with a similar level of deprivation.

We will be looking to improve attendance by reducing persistent absence to increase the life chances of this group.

Objective 3: Promote equality and diversity through the taught and extended curriculum

It is our vision that throughout school, both through the taught and extended curriculum, children are prepared for life in Modern Britain as responsible citizens that can contribute to their community. Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are integrated into all aspects of school life.

Equality of opportunities for all is a school priority, and therefore actions and impact towards the equality objectives are built in to whole school improvement planning. Details of progress towards the objectives can be found in the school self-evaluation and whole school development plan.

Monitoring arrangements

The SLT will update the equality information we publish, at least every year. This document will be reviewed by the SLT and the Policies and Procedures committee of the governing body at least every 4 years. This document will be approved by Policies and Procedures committee of the governing body.