

# EQUALITY AND DIVERSITY AT PEBBLE BROOK

Our school is required to hold and publish information about how we comply with the  
**Public Sector Equality Duty.**

This is addressed within our Equality and Diversity Statement below.

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 want to demonstrate that our pupils, staff, governors and wider community have an awareness of their duty and that we take time to assess the impact decisions may have on people with protected characteristics.*

*We discuss equality implications on our policies, which in turn, dictate our practice.*

*We analyse and assess rigorously at all levels within the school.*

*We all accept our responsibilities.*

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:

- 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)

The Equality Act 2010 requires us to publish information that demonstrates we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

## CORE STATEMENTS

In fulfilling our legal obligations, we will be guided by five 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.

## **SCHOOL OBJECTIVES**

Our School aims to:

1. To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community

*Who? All students, staff and governors*

*How? Day to day ethos of the school. Our curriculum. Specialised groups eg 'girls group'. Assemblies. Family involvement (open days, celebrations, FoPBS). Linking to local community groups eg Islamic Centre, Community Café.*

2. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities

*Who? School staff*

*How? Any after school club, residential trip, sports events, community events (eg litter picking) are open to all students and are actively promoted as opportunities for all students.*

3. To actively close gaps in attainment and achievement between students and all groups of students; especially boys, students eligible for free-school meals, students with a variety special educational needs and disabilities, looked after children and students from minority ethnic groups.

*Who? School leadership and teachers.*

*How? Our cohort groups are small and we do have an ability to individualise and personalise gaps in attainment. This is a feature of our school. We do look closely at how groups perform through an analysis of our 'Earwig' attainment data.*

4. Promote positive behaviour and inclusion, especially for those groups over-represented in behaviour data

*Who? Behaviour support team, all staff.*

*How? We keep detailed 'on line' records of behaviour incidents. Each incident is addressed and then recorded and 'closed off' where possible. We are able to categorize into type of behaviour which will include discrimination and safeguarding issues. Decisions are taken by behaviour team or DSL's on whether or not certain incidents should require additional investigation and action. Regular analysis of the behaviour data, alongside weekly discussions with staff, mean we are able to directly promote positive behaviour in the right areas.*

*Our approach to behaviour is all about positive interactions and support. It is applied and implemented to all individuals across our schools, eliminating any inequality. No one is treated any differently and we have the evidence to prove it.*

5. To ensure accessibility across the school for students, staff and visitors with disabilities.

*Who? School leadership and governors*

*How? What are the barriers to individuals we know or potential new students and visitors? Identifying the barriers means we can remove them for current community and future school students and staff. We have an issue with a staircase that is the only access to five classrooms on an upper floor. New plans for school development eliminate this issue. Our current approach is to adapt according to individual need.*

6. To provide role-models for all students, ensuring diversity in the staff body, visiting speakers and in leadership roles

*Who? School leaders and governors*

*How? Actively recruit across our whole community. Encourage applications from all backgrounds. Demonstrate to potential staff, visitors or professionals that we do promote equality and diversity through the evidence on our documentation, on our website and on experiences within the school.*

7. To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our students see and can be seen

*Who All staff and governors*

*How? Curriculum analysis. We have recently rewritten our curriculum and have carefully considered the intent, content and implication in terms of equality and diversity. There are positive representations across the curriculum, prevalent in PSHE, PE, Skills and RE.*

8. To reduce the incidence of the use of discriminatory language and prejudice-based bullying by students in the school.

*Who? Whole school.*

*How? Promotion of respect for others through curriculum, challenges to behaviours and subsequent follow up input. All incidents are analysed and subject to positive input. Our ethos and curriculum promotes non discriminatory language and awareness of anti bullying.*

9. To review relevant school policies and publications to ensure they clearly reflect the aim of inclusivity

*Who? School leadership and governors*

*How? Policy schedule in place. Reviewed and updated according to current legislation, guidance, school practice, safeguarding and equality and diversity.*

## RESPONSIBILITIES

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

School Community	Responsibility
Governing Board	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Board will also agree the Equality Statement and objectives.
Headteacher	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 Leadership Team	To support the Headteacher as above.  Design an inclusive curriculum. 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. Help in delivering the right outcomes for pupils.
Teaching Staff	Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents. Support the school and the governing board in delivering a fair and equitable service to all stakeholders.
Non-Teaching Staff	Uphold the commitment made to pupils and parents/carers on how they 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 board 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.

## REVIEW

Our objectives will be reviewed every three years.

Kirsty Gilroy

David Miller

Chair of Governors

Headteacher

Spring 2023.

For information

### Pupil Characteristics Summer 2023

Data		Number	Percentage
Ethnicity	Any other Asian Background	3	2%
	Any other Black background	2	1%
	Any other White background	5	3%
	Any other Ethnic Group	1	1%
	Black - African	2	1%
	Black Caribbean	1	1%
	Gypsy/Roma	1	1%
	Indian	2	1%
	Pakistani	38	23%
	White British	100	62%
	White and Asian	1	1%
	White and Black African	1	1%
	White and Black Caribbean	3	2%
	Refused	2	1%
Religion	Buddhist	1	1%
	Christian	56	35%
	Hindu	2	1%
	Muslim	34	21%
	No Religion	37	23%
	Other religion	1	1%
	Refused	2	1%
	None recorded	29	18%
Gender	Male	123	76%
	Female	39	24%
Gender reassignment		0	0%
Diagnosis/Disability	ADHD	15	9.3%
	ASD	35	21.7%
	ASD and ADHD	13	8.1%
	MLD and GDD	38	23.6%
	Medical – Epilepsy and Syndromes	12	7.5%
	Down Syndrome	8	5.0%
	SEMH	5	3.1%
	Other; Dyslexia, Speech and Language	14	8.7%
	Pupils with No Diagnosis on EHCP	21	13.0%

