

Staff responsible	Andy Taylor
Date of policy/last review	29/03/2019
Governing body ratified	Click here to enter a date.
Chair of Governors	<i>Liz Bailey</i>
Review cycle	3 years
Next review	19/03/2022

## 1. Legal duties

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1.1 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

1.2 We understand the principal 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
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

1.3 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 child)
- Prepare and publish equality objectives

1.4 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

- 1.5 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.
- 1.6 We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 1.7 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.
- 1.8 In fulfilling our legal obligations, we will:
  - Recognise and respect diversity
  - Foster positive attitudes and relationships, and a shared sense of belonging
  - Observe good equalities practice, including staff recruitment, retention and development
  - Aim to reduce and remove existing inequalities and barriers
  - Consult and involve widely
  - Strive to ensure that society will benefit

## 2. Our ethos/mission

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- 2.1 Brent Knoll School is a learning community. We will be responsive to the needs of all our pupils and staff in a caring and friendly atmosphere, where quality and excellence in all things is encouraged and acknowledged.
- 2.2 There will be a welcoming, calm and purposeful atmosphere within the school. Academic and personal achievement will be celebrated in a variety of ways. Everyone involved in the school will have a shared purpose and pride in the school.
- 2.3 We will ensure that pupils have opportunities to develop positive, responsible and caring attitudes alongside personal, social and learning skills. There will be high expectations of achievement and social behaviour with agreed principles between staff and pupils. We will encourage self-confidence; self respect and respect for others. Opinions will be valued.
- 2.4 Every member of staff will work as part of a team and will be actively involved in the all aspects of school life. The Headteacher will recognise and value the skills and opinions of individuals. Continuous professional development will be encouraged and supported. The school governors will be supportive and aware of the needs and development of the school and of its staff.
- 2.5 It will be the responsibility of the whole school community to realise this vision.

## 3. Addressing prejudice related incidents

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- 3.1 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 fair 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.

## 4. Responsibility

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- 4.1 We believe that promoting Equality is the whole schools responsibility:

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. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality 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 all 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.
School Leadership Team	To support the Head 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.
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 headteacher 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	Supporting 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.
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.

4.2 We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website, staff information portal and other mediums identified by the governing body.

## 5. Breaches

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5.1 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.

## 6. Monitor and Review

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

6.2 Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on [www.lewisham.gov.uk](http://www.lewisham.gov.uk)

## School Equalities Information

### Understanding Brent Knoll School and the community

#### Ethnicity

<b>Ethnicity Description</b>	<b>Percentage</b>
Asian or Asian British – Bangladeshi	1.97
Asian or Asian British – Chinese	1.97
Asian or Asian British – Indian	0.66
Asian or Asian British – Pakistani	1.32
Asian or Asian British – Sri Lankan Tamil	1.32
Asian or Asian British – Vietnamese	0.66
Asian or Asian British – Any other Asian background	0.66
Black or Black British – African	16.44
Black or Black British – Caribbean	13.16
Black or Black British – Somali	1.97
Black or Black British – Any other black background	7.24
Mixed/dual background – White and Asian	0.66
Mixed/dual background – White and Black Caribbean	4.61
Mixed/dual background – Any other mixed background	3.95
Turkish/Turkish Cypriot	1.32
White – British	30.26
White – European	3.95
White – Any other white background	5.26
Other Ethnic Group	1.97
Refused	0.66

#### Gender

<b>Gender</b>	<b>Percentage</b>
Male	84.21
Female	15.79

#### Primary Special Educational Need (100 of children have a statement of SEN)

<b>Primary SEN</b>	<b>Percentage</b>
Autistic Spectrum Disorder	84.21
Speech, Language or Communication Need	6.58
Moderate Learning Difficulty	5.26
Severe Learning Difficulty	1.97
Social, Emotional and Mental Health	1.32
Physical Disability	0.66

#### Religion or Belief

<b>Religion/Belief</b>	<b>Percentage</b>
Buddhist	0.66
Christian	53.29
Hindu	4.61
Muslim	15.13
Sikh	1.32
Other religion	0.66
No religion	24.34

#### Entitlement to Free School Meals

	<b>Percentage</b>
Entitled to free school meals	48.68
Not entitled to free school meals	51.32

No Information was available on the following protected characteristics:

- 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.
- Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay or Bi-sexual as the question had never been asked. 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.

### Local Community Context of Brent Knoll School

#### Ethnicity

<b>Ethnicity Description</b>	<b>Lewisham %</b>	<b>London %</b>	<b>England %</b>
Asian or Asian British	9.3	18.4	7.5
Black or Black British	27.2	13.3	3.4
Mixed/dual background	7.4	5.0	2.2
White	53.6	59.8	85.9
Other ethnic group	2.6	3.4	1.0

#### Religion and Belief

<b>Religion/Belief</b>	<b>Lewisham %</b>	<b>London %</b>	<b>England %</b>
Christian	52.8	48.4	59.4
Buddhist	1.3	1	0.5
Hindu	2.4	5	1.5
Jewish	0.2	1.8	0.5
Muslim	6.4	12.4	5
Sikh	0.2	1.5	0.8
Other religion	0.5	0.6	0.4
No religion	27.2	20.7	24.7
Religion not stated	8.9	8.5	7.2

#### Equality Objectives 2019-2022

- Strive to achieve equality of opportunity for all, adults and pupils, regardless of age, gender, ethnicity etc.
- Educate all about discrimination and prejudice and promote a harmonious environment (social cohesion)
- Strive for all pupils regardless of ethnicity, age, gender to achieve the highest possible standards in their learning and make outstanding progress
- Ensure that the appointment of staff is in line with equal opportunities legislation
- Ensure that the governing body of the school reflects that of the wider community
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs