Britannia Education Trust



Equality Information and Objectives

Adopted by trustees: May 2021

Due for Review: May 2025

Public Sector Equality Duty at Britannia Education Trust

Welcome to Equalities at Britannia Education Trust. You will find here information about how our schools ensure they meet their Specific Equalities Duties (these are things our school **must** do).

The **Public Sector Equality Duty** requires our schools to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

General Duties

The three aims of the Public Sector Equality Duty are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

- Advance equality of opportunity between people who share a protected characteristic and those who do not.

- Foster good relations between people who share a protected characteristic and those who do not.

Equalities information and analysis

Section 1. Who comes to our schools?

(Britannia Education Trust schools - data correct January census 2021)

	Britannia Village Primary School	Royal Wharf Primary School
Number of pupils on roll	471	120
Number of full time equivalent pupils	447	120
Number of pupils with SEN	54	12
Number of pupils with English not as first language	305	84
Number of pupils qualifying for Pupil Premium Grant	108	23
Number of pupils eligible for free school meals	102	23

These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

		Britannia Village		Royal Wharf	
		No.	%	No.	%
Gender	Girls	185	45%	53	44%
	Boys	237	55%	67	56%
Ethnicity	Afghan	0	0	1	0.8
	Any other Black background	25	5.4	3	2.5
	Any other mixed background	38	8	8	7
	Arab	13	3	3	2.5
	Asian & any other ethnic group			2	1.7
	Bangladeshi	19	4	3	2.5
	Black - Nigerian	26	6	13	11
	Black - Somali	13	3	1	0.8
	Black Caribbean	15	3.2	1	0.8
	Black European			1	0.8
	Black and any other ethic group			1	0.8
	Chinese & any other ethnic grp	14	3	9	8

	Filipino	1	0.2	0	0
	Indian	57	12	9	8
	Iranian			1	0.8
	Iraqi	1	0.2	0	0
	Latin/South/Central American	4	0.9	1	0.8
	Other Black African	41	9	5	4
	Other ethnic group	7	1.5	1	0.8
	Pakistani/Other Pakistani	13	3	11	9
	Refused	2	0.4	1	0.8
	Sri Lankan Sinhalese	0	0	0	0
	Sri Lankan Tamil	3	0.6	0	0
	Turkish/Turkish Cypriot	2	0.4	0	0
	Vietnamese	3	0.6	1	0.8
	White - British	38	8.2	0	0
	White - English			13	11
	White - Irish	1	0.2	0	0
	White Eastern European	62	13	7	6
	White Western European			3	2.5
	White European			1	0.8
	White Other	19	4	3	2.5
	White and Asian	9	2	8	7
	White and Pakistani			1	0,8
	White and Black African	21	5	3	2.5
	White & any other ethnic grp			1	0.8
	White and Black Caribbean	15	3.2	3	2.5
Religion/ Belief	Buddhist	6	1.2	0	0
	Christian	178	38.5	34	28
	Hindu	46	9.9	5	4
	Jewish	0	0	0	0
	Muslim	96	21	32	26
	No Religion	73	16	25	21
	Other Religion	12	2.5	7	6
	Refused	48	10.3	19	16
	Sikh	3	0.6	0	0

Special Educational Need	No Special Educational Needs	405	86	109	91
	SEN list	65	14	11	9
Profile of SEN Need for School Action, Action Plus and Statements (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	18	4	5	3
	Social Emotional Mental Health	9	2		
	Hearing/Visual Impairment	1	0.2		
	Moderate Learning Difficulty	4	1		
	Physical Disability	3	0.6		
	Multi-sensory impairment	0	0		
	Speech Language & Communication Need	26	6	6	5
	Specific learning difficulty	1	0.2		

Analysis of our schools' population:
The school population is diverse in regard to ethnicity, religious belief and Special Educational Needs.

- In both schools, there is an uneven gender balance (more boys than girls) which is greater than the national imbalance of roughly 49% girls and 51% boys.
- Our largest ethnic groups (over 10%):
  Britannia Village - White Eastern European (13%), Indian (12%)
  Royal Wharf - White English (11%), Black Nigerian (11%)
- Our significant religious groups:
  Britannia Village - Christian 38.5%, Muslim 21%, no religion 16%
  Royal Wharf- Christian 28%, Muslim 26%, no religion 21%

Section 2. Advance Equality of Opportunity between those who share a protected characteristic and those who do not

Our schools are inclusive and we provide excellent access to education with the achievement and attainment of all pupils being promoted. The inclusion team works closely with staff in each phase to ensure equality of opportunity for all protected groups. The schools strive to continually improve equal opportunities. Examples of this work can be seen in the School Development Plan, regular monitoring of teaching and learning, individual inclusion plans, staff training and planning for pupils.
Identification is seen as a key element to ensuring equality of opportunity. The schools employ regular analysis of data from the earliest stages of education, screening for common specific learning difficulties and the opinions of staff at all

levels as the main strategies in the identification of barriers to learning. Intervention is targeted in response to the identification. The inclusion team liaise closely with class teachers, support staff and families. This allows for flexible planning that can respond quickly to changes in the pupil's needs.
Pupils at Britannia Education Trust schools attain well and there is no significant disadvantage to pupils with protected characteristics or who are eligible for free school meals.
The schools' family of equality policies such as the Special Needs Policy, Accessibility Plan, Behaviour Policy, Attendance Policy and Equal Opportunities Policy outline how the school ensures equality of opportunity in relation to the curriculum, attitudes and participation, employment and environment.

Section 3. Foster good relations between those who share a protected characteristic and those who do not

Our school communities are welcoming environments for all who come here. We work hard to foster an open environment where people feel they are being treated with dignity and respect.

Our schools foster good relations between pupils through developing a family ethos, collective worship, the RSHE curriculum and pastoral provision. There is a dedicated Inclusion Team who oversee the social and emotional well-being of our pupils. The team comprises the Home-School Safeguarding officers, SENCo, EAL lead, behaviour lead, counsellor and senior leaders who are also safeguarding officers.

Our schools seek to involve parents and families throughout their time with us. Events are held throughout the year that reflect the cultures of various communities as well as those that reflect British culture. Some of these events include Eid, Diwali, Christmas, Mother's Day, Father's Day, World Book Day, Arts Week, Fundraising for charities, Topic exhibitions, PTA events.

The schools also provide or sign post to meeting points for parents - such as parenting classes, parent curriculum workshops, opportunities for parent volunteers and termly parent/teacher evenings.

Relationships are developed beyond the school both in the local community, other parts of the U.K. and abroad. The school has strong partnerships locally through a Creative Heads group of six local primary schools, in addition to links with Brunschvig Rousseau primary school in Lille, France.

By the time our pupils leave at the end of year 6, they will have visited a variety of places of worship, attended a range of local cultural events, hosted a range of visitors, including those from overseas, and fundraised for a variety of charities around the world.

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

At Britannia Education Trust we recognise that all staff and governors share responsibility for the implementation of our Public Sector Equality Duty with regards to discrimination, harassment and victimisation.

Trustees are responsible for:
• Ensuring the schools adopt and reflect the relevant equality legislation
• Ensuring that the school Public Sector Equality Duty and its procedures are followed

The Head Teacher is responsible for:
• Ensuring the Public Sector Equality Duty and its procedures are followed
• Ensuring the Public Sector Equality Duty is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
• Producing regular information for staff and governors about the School Equality Objectives and how they are working
• Ensuring that all staff know their responsibilities and receive training and support in carrying these out
• Taking action in cases of harassment and discrimination against members of any protected group

All staff are responsible for:
• dealing with racist, homophobic and other hate-incidents
• the recognition and tackling of bias and stereotyping
• the promotion of equal opportunities
• the avoidance of discrimination against anyone and, in particular, members of protected groups
• the need for keeping up to date with the law on discrimination
• the opportunity for taking up training and learning opportunities

Attitudes that promote discrimination are challenged and staff seek to achieve this with all stakeholders including pupils by both example and active promotion. Examples of this are the teaching of issues surrounding bullying and cyber-bullying and the provision of social skills groups and one-to-one mentoring.

Our schools deal with discriminatory incidents seriously and parents are informed of the action taken. Incidents are shared with all staff who are involved with the pupils and in some cases this leads to a referral to the inclusion team. Any racist incidents are recorded in line with the London Borough of Newham's guidelines.

The school has made no permanent exclusions over the last school year. The school works with the local authority on the policy of managed moves which endeavours to prevent permanent exclusions by moving pupils between schools within the borough as an alternative. The school has made no managed moves over the last school year.

Section 5. Participation, engagement and satisfaction with our equalities practices

We have involved a range of stakeholders to develop our Public Sector Equality Duty and objectives. These include pupils, parents, staff and trustees. The trust has sought parents' and pupils' aspirations and opinions through responses to questionnaires, formal and informal meetings and conversations. The Public Sector Equality Duty has been presented to our staff and the board of trustees.

Workforce-staffing and training

Britannia Education Trust has a diverse workforce. Information on the school's employees can be found in the school's Workforce Census. The trust follows the HR policies developed by The Education Space related to the equality of opportunity regarding recruitment and retention and the daily management of staff.

The trust provides CPD for staff at all levels that support staff with equality issues. Some of these include input on Makaton, colourful semantics, positive handling, intervention programmes and provision for EAL learners.

Equality Objectives for 2021 –2025

- Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of protected characteristics
- To deliver a full and comprehensive RHSE curriculum alongside a whole-school focus with particular reference to issues of equality and diversity
- To promote cultural development and understanding through a rich range of experiences, both in and beyond the school

All the information and analysis will be from the schools' annual calendar of school self-evaluation and student assessment data, which we will use to improve provision for all groups in our schools.

The Trust uses this information to develop and further improve what we're doing well for all our students and staff. It can also alert us to areas where we could be doing better, which in turn, informs our objectives. The information in this document is written in order to be clear and transparent. If you have any comments on it or can think of a way we can make the information even clearer please let us know.

The person you need to contact if you are interested in helping us with our

equalities or you can see something that can be improved is **Linda-May Bingham** (Executive Headteacher).

You may contact **Linda-May Bingham** via the Britannia School Office at Britannia Village Primary School, Westwood Road, E16 2AW or on this email address: info@britannia-village.newham.sch.uk. We would like to hear from you.