



BRICKFIELDS

Multi Academy Trust

The Brickfields Trust

Equality Policy 2022 - 2025 & Objectives 2022 - 2025

Kings Road Primary & Lawford Mead Primary & Nursery Schools

Certified as reviewed and approved by the Local Governing Committees: Spring 2022

Next review date: Spring 2025

*The Brickfields Multi Academy Trust is a company registered in England and Wales.
Company Number: 10538130*

Statement /Principles:

This policy outlines the commitment of the staff, Governors and Trustees to promote equality across the Brickfields Multi Academy Trust. This involves tackling the barriers, which could lead to unequal outcomes so that there is equality of access and the diversity within the Trust community is celebrated and valued.

We believe that equality at our member schools should permeate all aspects of life and is the responsibility of every member of the Trust and wider community. Every member of the Trust community should feel safe, secure, valued and of equal worth.

At the Brickfields Multi Academy Trust equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Opening statement

The Brickfields Multi Academy Trust we welcome our duties under the Single Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Gender.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity/paternity.

The Brickfields Multi Academy Trust aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our schools are committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

The Brickfields Multi Academy Trust believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of trust schools. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.

- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

Dealing with prejudice

The Brickfields Multi Academy Trust does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

All prejudice related incidents are recorded and reported to each member school's Local Governing Committee on a termly basis and to the Board of Trustees annually.

At the Brickfields Multi Academy Trust, our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school.
- Treat other members of the school unfairly.

The school's employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Equality and dignity in the workplace

The Brickfields Multi Academy Trust does not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity/paternity.
- Race, colour, nationality, ethnic or national origin.

- Religion or belief.
- Sex or sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice, in any form, is not tolerated at The Brickfields Multi Academy Trust and we are continuously working to create an accepting and respectful environment for our school communities.

Equality Objectives

Lawford Mead Primary & Nursery School Equality Objectives 2021-2022 - Reviewed					
Objectives	Outcomes / Success criteria	Actions (Key people responsible)	Key actions/Review		
To improve the progress and attainment of all disadvantaged pupils so that the difference between their outcomes and those of other pupils nationally decreases	A policy is produced which clearly states the rationale behind the use of the PPG and actions as a result. The difference between outcomes for pupil premium children and all other children decreases	1. Decisions on PPG spending are based on effective self-evaluation / research (LMT) 2. Pupil premium spending plan published. (DHoS - Assessment & PPG Lead) 3. Put in place monitoring timetable (HoS) 4. Assessment Lead (DHoS) to produce reports for all foundation subjects to assist Subject Leaders in targeting support for children eligible for the Pupil Premium Grant (PPG).	<p>- Pupil premium strategy and review published.</p> <p>- Termly (half termly for key year groups) standards meetings with between leadership and teacher teams, based on data packs that have key focus on progress and attainment of disadvantaged children.</p> <p>- Data reports monitored by governors termly.</p> <p>Difference between disadvantaged and non-disadvantaged achieving ARE for RWM Combined at end of KS2:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Summer 2021: Dis (23) – 59.1% Non (37)– 80.6% Difference (20.5%)</td> <td style="width: 50%; padding: 2px;">Summer 2019: Dis (22) 40.9% Non (37)– 89.2% Difference (48.3%)</td> </tr> </table>	Summer 2021: Dis (23) – 59.1% Non (37)– 80.6% Difference (20.5%)	Summer 2019: Dis (22) 40.9% Non (37)– 89.2% Difference (48.3%)
Summer 2021: Dis (23) – 59.1% Non (37)– 80.6% Difference (20.5%)	Summer 2019: Dis (22) 40.9% Non (37)– 89.2% Difference (48.3%)				
To address any gender differences identified in outcomes across the school	Gender differences in all subjects to decrease term on term	1. All teachers to use data to identify any gender differences. 2. All teachers create a curriculum which will be engaging for boys to develop their reading and writing – children have a voice in this. 3. Teachers can state what they are doing to address any gender issues in their class. 4. Assessment Lead to produce termly yr grp standards packs analysing and addressing gender issues where relevant. 5: Subject Leads to analyse gender issues in their subject portfolio and report to LGC annually	<p>- Termly (half termly for key year groups) standards meetings with between leadership and teacher teams, based on data packs that have key focus on gender differences.</p> <p>- Data reports monitored by governors termly.</p> <p>Difference between boys and girls achieving ARE for RWM Combined at end of KS2:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Summer 2021: Boys (27) – 55.6% Girls (33)– 87.1% Difference (31.5%)</td> <td style="width: 50%; padding: 2px;">Summer 2019: Boys (29) – 62.1% Girls (30)– 80% Difference (17.9%)</td> </tr> </table>	Summer 2021: Boys (27) – 55.6% Girls (33)– 87.1% Difference (31.5%)	Summer 2019: Boys (29) – 62.1% Girls (30)– 80% Difference (17.9%)
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To improve attendance of disadvantaged children	Gap in attendance between disadvantaged pupils and others diminishes	<ol style="list-style-type: none"> 1. Half termly monitoring with Attendance Lead to identify persistent absentees and agree follow-up actions including working with parents/carers 2. Regular communication to parents regarding importance of regular attendance and punctuality (HoS & Attendance Lead) 3. Involvement of outside agencies where appropriate 4. Rewards/activities/acknowledgment for children with excellent attendance 	<p>- Termly monitoring of attendance reports from trustee responsible, including meeting with attendance lead and sharing of detailed termly reports.</p> <p>-% of Y1-6 persistent absentees who were disadvantaged:</p> <table border="1"> <tr> <td>2020-21:</td> <td>2019-20:</td> <td>2018-19:</td> </tr> <tr> <td>67%</td> <td>59%</td> <td>58%</td> </tr> </table>	2020-21:	2019-20:	2018-19:	67%	59%	58%
2020-21:	2019-20:	2018-19:							
67%	59%	58%							
To ensure that materials used in school promote equality and diversity	Children's attitudes and actions reflect a tolerant view of those around them who they may perceive as 'different'.	Staff to monitor their use of images/resources to ensure that they represent diversity and promote tolerance of difference.	- To support staff with this objective, teaching and leadership staff received racism and diversity awareness training in April 2021						
To increase the membership of vulnerable pupils to out of school clubs and activities	Take up of clubs and extra-curricular experiences across all groups is broadly equal	<ol style="list-style-type: none"> 1. Monitor the current take up of clubs (PE & Sports Lead, PPG Lead) 2. Carry out pupil perception of those who have not attended clubs 3. Take action based on pupil voice 	<p>- % of children attending extra-curricular activities shared in Head of School report each term</p> <p>- Expansion of clubs to pre-pandemic offer delayed due to ongoing COVID impact.</p> <p>Autumn 2021: 43% of club places taken up by disadvantaged</p> <p>Spring 2021: 38% of club places taken up by disadvantaged</p>						
To endeavour to ensure that the staff body is reflective of the local community	Staff body in each member school is reflective of the local community	<ol style="list-style-type: none"> 1. Staff data is collated and analysed on an annual basis (CEO/CFO) 2. HR & Pay Committee to consider whether data is reflective of school community 	<p>- HR & Pay Committee monitor diversity of staff compared to diversity of school community each term.</p> <p>Non-white British staff in Spring 2022 – 10.5%</p> <p>Non-white British pupils in Spring 2022 – 28.5%</p>						

Lawford Mead Primary & Nursery School Equality Objectives 2022-25			
Objectives	Outcomes /Success criteria	Actions (& key people responsible)	Timescale
To improve the progress and attainment of all disadvantaged pupils so that the difference between their outcomes and those of other pupils nationally decreases	<p>A policy is produced which clearly states the rationale behind the use of the PPG and actions as a result.</p> <p>The difference between outcomes for pupil premium children and all other children decreases</p>	<ol style="list-style-type: none"> 1. Decisions on PPG spending are based on effective self-evaluation / research (LMT) 2. Pupil premium spending plan published. (DHoS - Assessment & PPG Lead) 3. Monitoring timetable in place for standards and progress with focus on disadvantaged (HoS) 4. Assessment Lead (DHoS) to produce reports for all foundation subjects to assist Subject Leaders in targeting support for children eligible for the Pupil Premium Grant (PPG). 	<p>- Termly monitoring and reporting to LGC</p> <p>- Spring 2025 review</p>
To address any gender differences identified in outcomes across the school	Gender differences in all subjects to decrease term on term	<ol style="list-style-type: none"> 1. All teachers to use data to identify any gender differences. 2. All teachers create a curriculum which will be engaging for boys to develop their reading and writing – children have a voice in this. 3. Teachers can state what they are doing to address any gender issues in their class. 4: Assessment Lead to produce termly yr grp standards packs analysing and addressing gender issues where relevant. 5: Subject Leads to analyse gender issues in their subject portfolio and report to LGC annually. 	<p>- Termly monitoring and reporting to LGC</p> <p>- Spring 2025 review</p>

To improve attendance of disadvantaged children	Gap in attendance between disadvantaged pupils and others diminishes	1. Half termly monitoring with Attendance Lead to identify persistent absentees and agree follow-up actions including working with parents/carers 2. Termly mtg btw Attendance Lead and Trustee responsible for Attendance & Behaviour. 3. Regular communication to parents regarding importance of regular attendance and punctuality (HoS & Attendance Lead) 5. Involvement of outside agencies where appropriate (e.g. advice from ECC, Engagement Facilitator applications to ECC Inclusion team). 4. Rewards/activities/acknowledgment for children with excellent attendance	- Termly monitoring and reporting to Trustee responsible for Attendance & Behaviour - Spring 2025 review
To ensure that materials used in school promote equality and diversity	Children's attitudes and actions reflect a tolerant view of those around them who they may perceive as 'different'.	All staff to monitor their use of images/ resources to ensure that they represent diversity and promote tolerance of difference.	- Ongoing practice. - Review in Spring 2025
To increase the membership of disadvantaged pupils and pupils with SEND to out of school clubs and activities	Take up of clubs and extra-curricular experiences across all groups is broadly equal	1. Monitor the current take up of clubs (PE & Sports Lead, PPG Lead) 2. Carry out pupil perception of those who have not attended clubs 3. Take action based on pupil voice 4. Termly HoS report – extracurricular section 5. Report on % of SEND pupils attending extracurricular clubs to governors (termly) as well as disadvantaged.	- Termly monitoring and reporting to LGC - Spring 2025 review
To endeavour to ensure that the staff body is reflective of the local community	Staff body in each member school is reflective of the local community	1. Staff data is collated and analysed on an annual basis (CEO/CFO) 2. HR & Pay Committee to consider whether data is reflective of school community 3. Racism and diversity awareness training to be sourced for Governors and trustees.	- Termly HR & Pay meeting agenda item - Spring 2025 review

Kings Road Primary School Equality Objectives 2021-2022 - Reviewed					
Objectives	Outcomes Success criteria	Actions to achieve outcomes	Key Actions Review		
To improve the progress and attainment of all disadvantaged pupils so that the difference between their outcomes and those of other pupils nationally decreases	A policy is produced which clearly states the rationale behind decisions made regarding the use of the PPG and actions as a result. The difference between outcomes for pupil premium children and all other children decreases	1. Ensure that decisions on PPG spending are based on effective self-evaluation / research 2. Review and publish a pupil premium spending plan. 3. Put in place monitoring timetable 4. Curriculum lead to produce diminishing the difference reports for all foundation subjects to assist subject leaders in targeting support for PPG children.	Pupil Premium Strategy Reviewed - Termly (half termly for key year groups) standards meetings with between leadership and teacher teams, based on data packs that have key focus on progress and attainment of disadvantaged children. - Data reports monitored by governors termly. Difference between disadvantaged and non-dis achieving ARE for RWM Combined at end of KS2: <table border="1" style="width: 100%;"> <tr> <td>Summer 2021: Dis 38% Non 62% Difference 24%</td> <td>Summer 2019 Dis 37% Non 80% Difference 43%</td> </tr> </table>	Summer 2021: Dis 38% Non 62% Difference 24%	Summer 2019 Dis 37% Non 80% Difference 43%
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To address any gender differences in the outcomes across the school	Gender differences in all subjects to decrease term on term	1. All teachers to use data to identify any gender differences. 2. All teachers create a curriculum which will be engaging for boys to develop their reading and writing – children have a voice in this. 3. Teachers can state what they are doing to address any gender issues in their class. 4: Curriculum lead to produce diminishing the difference reports for	- Termly (half termly for key year groups) standards meetings with between leadership and teacher teams, based on data packs that have key focus on gender differences. - Data reports monitored by governors termly. Difference between boys and girls achieving ARE for RWM Combined at end of KS2: <table border="1" style="width: 100%;"> <tr> <td>Summer 2021</td> <td>Summer 2019:</td> </tr> </table>	Summer 2021	Summer 2019:
Summer 2021	Summer 2019:				

		all foundation subjects to assist subject leaders in analysing and addressing gender issues where relevant.	Boys 34% Girls 69% Difference 35%	Boys 43% Girls 78% Difference 35%			
To improve attendance of disadvantaged children	Gap in attendance between disadvantaged pupils and others diminishes	1.Half termly monitoring with FSIC to identify pupils/PA and agree follow-up actions including working with parents/carers 2.Regular communication to parents regarding importance of regular attendance and punctuality 3.Involvement of outside agencies where appropriate 4.Rewards/activities/acknowledgment for children with excellent attendance	- Termly monitoring of attendance reports from trustee responsible, including meeting with attendance lead and sharing of detailed termly reports. -% of Y1-6 persistent absentees who were disadvantaged: <table border="1"> <tr> <td>2020-21: 60%</td> <td>2019-20: 45%</td> <td>2018-19 41%</td> </tr> </table> This increase reflects the overall attendance picture relating to COVID-19.		2020-21: 60%	2019-20: 45%	2018-19 41%
2020-21: 60%	2019-20: 45%	2018-19 41%					
To ensure that materials used in school promote equality and diversity	Children's attitudes and actions reflect that they have a tolerant view of those around them who may be different in a wide range of ways.	Staff to monitor their use of images/resources to ensure that they represent diversity and promote tolerance of difference. Author of the month to reflect the diverse nature of our society. EAL ambassadors to promote their language within the school and act as translators where appropriate.	<ul style="list-style-type: none"> EAL Champion has monitored alongside the EAL lead to ensure there are dual language books available. Author of the month reflects our diverse community. Jigsaw CPSHE scheme uses materials that promote equality and diversity. Amnesty International reading journey in Assemblies that tackles themes of equality and diversity. 				
To increase the membership of vulnerable pupils to out of school clubs and activities	Take up of clubs and extra-curricular experiences across all groups is broadly equal	1. Monitor the current take up of clubs 2. Carry out pupil perception of those who have not attended clubs 3. Take action based on pupil voice	- % of children attending extra-curricular activities shared in Head of School report each term - Expansion of clubs to pre-pandemic offer delayed due to ongoing COVID impact. Autumn 2021: 43% of club places taken up by disadvantaged				
To endeavour to ensure that the staff body, for each member school, is reflective of the local community	Staff body in each member school is reflective of the local community	1. Staff data is collated and analysed on an annual basis HR & Pay Committee to consider whether data is reflective of school community	HR & Pay Committee monitor diversity of staff compared to diversity of school community each term. Non-white British staff in Spring 2022 – 11.5% Non-white British pupils in Spring 2022 – 39%				

Kings Road Primary School Equality Objectives 2022-2025			
Objectives	Outcomes Success criteria	Actions and Key People Responsible	Timescales
To improve the progress and attainment of all disadvantaged pupils so that the difference between their outcomes and those of other pupils nationally decreases	A policy is produced which clearly states the rationale behind decisions made regarding the use of the PPG and actions as a result The difference between outcomes for pupil premium children	1. Decisions on PPG spending are based on effective self-evaluation / research (LMT) 2. Pupil premium spending plan published. (DHoS - Assessment & PPG Lead) 3. Monitoring timetable in place for standards and progress with focus on disadvantaged (HoS) 4. Assessment Lead (DHoS) to produce reports for all foundation subjects to assist Subject Leaders in targeting support for children eligible for the Pupil Premium Grant (PPG).	- Termly monitoring and reporting to LGC - Spring 2025 review

	and all other children decreases		
To address any gender differences in the outcomes across the school	Gender differences in all subjects to decrease term on term	<ol style="list-style-type: none"> 1. All teachers to use data to identify any gender differences. 2. All teachers create a curriculum which will be engaging for boys to develop their reading and writing – children have a voice in this. 3. Teachers can state what they are doing to address any gender issues in their class. 4: Assessment Lead to produce termly yr grp standards packs analysing and addressing gender issues where relevant. 5: Subject Leads to analyse gender issues in their subject portfolio and report to LGC annually. 	<ul style="list-style-type: none"> - Termly monitoring and reporting to LGC - Spring 2025 review
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To ensure that materials used in school promote equality and diversity	Children's attitudes and actions reflect that they have a tolerant view of those around them who may be different in a wide range of ways.	<p>Staff to monitor their use of images/ resources to ensure that they represent diversity and promote tolerance of difference.</p> <p>Author of the month to reflect the diverse nature of our society.</p> <p>EAL ambassadors to promote their language within the school and act as translators where appropriate.</p> <p>Cultural Week planned for Summer Term 2022</p>	<ul style="list-style-type: none"> - Ongoing practice. - Review in Spring 2025
To increase the membership of vulnerable pupils to out of school clubs and activities	Take up of clubs and extra-curricular experiences across all groups is broadly equal	<ol style="list-style-type: none"> 1. Monitor the current take up of clubs (PE& Sports Lead, PPG Lead) 2. Carry out pupil perception of those who have not attended clubs 3. Take action based on pupil voice 4. Termly HoS report – extracurricular section 5. Report on % of SEND pupils attending extracurricular clubs to governors (termly) as well as disadvantaged. 	<ul style="list-style-type: none"> - Termly monitoring and reporting to LGC - Spring 2025 review
To endeavour to ensure that the staff body, for each member school, is reflective of the local community	Staff body in each member school is reflective of the local community	<ol style="list-style-type: none"> 1. Staff data is collated and analysed on an annual basis (CEO/CFO) 2. HR & Pay Committee to consider whether data is reflective of school community 3. Racism and diversity awareness training to be sourced for Governors and trustees. 	<ul style="list-style-type: none"> - Termly HR & Pay meeting agenda item - Spring 2025 review